



# LITTLE HILL PRIMARY SCHOOL PROVISION MAPPING Autumn 2018



Universal Provision Quality First Teaching	Targeted Provision SEND Support level	Specialist Provision SEND support plan Education Health and Care Plan		
<b>Cognition and Learning</b>				
	<b>EYFS/KS1</b>	<b>KS2</b>	<b>EYFS/KS1</b>	<b>KS2</b>
<b>Reading</b> <ul style="list-style-type: none"> <li>• 'Book Talk' guided reading programme</li> <li>• Planned guided reading sessions with clear objectives.</li> <li>• 1 to 1 reading with LSA and class teacher.</li> <li>• Focus readers based on 'Reading Coaching' principles with regular reading miscue. (5 x 10 mins)</li> <li>• Use of PM benchmarking to plan provision.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 1 Reading Coaching Year 1 and 2 – 3 x 30 minutes.</li> <li>• 1 to 1 Moving Reading On – Y6 2 x 30 mins.</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching High frequency words 5 x 10 mins-</li> <li>• Reading inference groups</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics programme 5 x 30 minutes daily</li> </ul>	<ul style="list-style-type: none"> <li>• RML reading phonics programme 5 x 30 minutes</li> <li>• Catch up schemes reading 2 x 30 mins weekly; Magic Belt and Talisman</li> <li>• Precision teaching spelling HFWs – 5 x 10 mins.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of comprehension support materials e.g. 'Cracking Comprehension.'</li> </ul> <p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"> <li>• Whole school spelling scheme</li> <li>• Use of jolly phonics in FS/Y1</li> <li>• Use of Letters and sounds</li> <li>• RML resources and cue cards (Y1/2)</li> <li>• Phonics bug resources/scheme.</li> <li>• Phonics reading schemes e.g. Dandelion phonics.(EYFS)</li> <li>• Differentiated SPAG/phonics groups</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Impact writing sessions based on assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Additional phonics sessions- letters and Sounds /phonics bug – 5 x 30 minutes.</li> <li>• Additional phonological awareness work 3 x 30 minutes</li> </ul> <ul style="list-style-type: none"> <li>• Additional handwriting groups.</li> </ul>	<p><b>Additional SPAG sessions</b>  3 x 40 minutes  <b>Additional Speedy phonics</b>  <b>Rapid phonics –</b>  Year 2 5 x 30 mins.</p> <ul style="list-style-type: none"> <li>• Writing booster groups.</li> </ul>	<ul style="list-style-type: none"> <li>• LSS very small steps approach to</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling coaching for splds 1 x 45 mins weekly</li> </ul> <p>SALT programme for phonological awareness</p>
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<ul style="list-style-type: none"> <li>• Additional pre-teaching sessions</li> <li>• Talking tins/post cards to rehearse and recall sentences.</li> <li>• Talk for writing techniques to recall texts</li> <li>• Writing frames.</li> <li>• Writing menu cards.</li> <li>• Penpals handwriting</li> <li>• Editing focus in all classes</li> </ul>		<p>(Write Away together structure)</p> <ul style="list-style-type: none"> <li>• Impact session writing groups.</li> </ul>	<p>developing writing.</p> <ul style="list-style-type: none"> <li>• Hand exercises to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 1 work on basic skills (Rochford foundations) 5 x 20 mins</li> </ul>
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• X- factor mental maths challenges. Doubles, Number bonds practice and times tables daily .</li> <li>• Impact sessions and pre-teaching</li> <li>• Additional sessions – reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Number Intervention (EYFS)</li> <li>• Numicon intervention/s mall groups (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional number facts intervention groups.</li> <li>• Additional teaching sessions for boosters with specialist maths teacher.</li> <li>• Pre-teaching including</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 1 work on early number skills pre key stage 1 standards.</li> <li>• 1 to 1 maths tuition</li> </ul>	

		before school sessions.		
<b>Communication and Interaction</b>				
<ul style="list-style-type: none"> <li>• Additional Visual aids/modelling</li> <li>• Additional visual timetables for pupils</li> <li>• Talk partners and talk strategies.</li> <li>• Use of buddy systems</li> <li>• Use of recording devices</li> <li>• Drama and role play techniques.st</li> </ul>	<p><b>Assistive technology eg talking text/tins to support as appropriate.</b></p> <ul style="list-style-type: none"> <li>• Word banks/visual aids</li> <li>• Foundation stage/Year 1- Fun Time language intervention 1 x 20 mins daily</li> <li>• Foundation- Wellcomm assessment and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Social communication group- 'Socially Speaking'.</li> <li>• Self awareness cards.</li> </ul>	<p><b>Weekly targeted intervention activities:</b></p> <ul style="list-style-type: none"> <li>• Verbal reasoning/problem solving intervention (Winslow)</li> <li>• Story cards adjectives (vocabulary development)</li> <li>• ABA, Makaton intervention and programme.</li> </ul>	<p><b>Weekly targeted intervention activities:</b></p> <ul style="list-style-type: none"> <li>• 'Think it Say it'</li> <li>• 'Listen, Think and do'</li> <li>• Narrative storytelling intervention</li> <li>• TRUGs PICS and vocabulary development</li> <li>• Specific SALT interventions for speech production and fluency.</li> <li>• ECAT based language programme</li> </ul>
<b>Social, Emotional and Mental Health</b>				
<ul style="list-style-type: none"> <li>• Whole school ethos/school values; Aim high, Dare to be different, More than just me, How did I do? Etc</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing built in with the review process and in</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing built in with the review process and</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Mental Health Primary Group</li> </ul>	<ul style="list-style-type: none"> <li>• Sessions for mentoring from staff trained by</li> </ul>

<ul style="list-style-type: none"> <li>• Route to resilience character strengths</li> <li>• Happy lunchtimes</li> <li>• Policy on mental health and emotional wellbeing- everybody's business.</li> <li>• Mental health first aid training for staff.</li> <li>• Wellbeing trackers for all pupils.</li> <li>• Teaching emotional literacy, resilience, building self esteem and social skills.</li> <li>• Personal, Social, and Health Education Curriculum (KS1 &amp;2) units on emotional literacy – use of PSHE association advice on teaching mental health.</li> <li>• Personal, Social and Emotional Development (EYFS) Curriculum</li> <li>• Clear and consistent behaviour and rewards- rewards for school values celebrated.</li> <li>• 'Emotionally Friendly' School guidelines produced by staff, pupils and parents.</li> <li>• Engagement with parents through forums and providing access to professionals</li> </ul>	<p>pupil progress meetings.</p> <ul style="list-style-type: none"> <li>• Training of ELSA and ELSA led intervention and wellbeing groups and individual sessions.</li> <li>• Targeted support-Use of 'Worry time, Worry boxes, Worry eaters'</li> <li>• Breakfast group/nurture provision.</li> <li>• Play therapy support from outside agency.</li> <li>• Support from school nurse.</li> </ul>	<p>in pupil progress meetings.</p> <ul style="list-style-type: none"> <li>• Training of ELSA and ELSA led intervention and wellbeing groups.</li> <li>• 1 to 1 mentoring for: <ul style="list-style-type: none"> <li>➢ Year 6 pupils</li> <li>➢ Pupils with anxiety</li> <li>•</li> <li>➢ Anger management</li> <li>➢ Bereavement or family illness issues</li> </ul> </li> <li>• Supported transition arrangements</li> </ul>	<p>work from EP service.</p> <ul style="list-style-type: none"> <li>• Weekly Mental Health group led by clinical psychologist</li> </ul>	<p>clinical psychologist.</p> <ul style="list-style-type: none"> <li>• MDT approach through Oakfield support outreach</li> <li>• 'Meet and Greet' each day</li> <li>• Use of social stories by trained staff (Autism outreach training)</li> <li>• Adjusted curriculum including access to Inclusion Hub provision – nurture/PSHE activities.</li> <li>• Circle of Friends group.</li> <li>• Incredible 5 point scale.</li> <li>• Counselling sessions from school based</li> </ul>
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<ul style="list-style-type: none"> <li>• Awareness of attachment and policy for looked after children.</li> <li>• Celebration of difference and diversity- autism and dyslexia awareness, mental health and attachment aware. Disability friendly and learning together days.</li> <li>• Lunchtime clubs- Time to Talk/Time to Chill- drop in.</li> </ul>		<ul style="list-style-type: none"> <li>• Playground mentors/buddies.</li> <li>• Reading buddies.</li> <li>• Lunchtime support 1 to 1 –Targeted to develop play and friendship skills.</li> <li>• Additional targeted resources- stress/fiddle toys.</li> </ul>		<p>counsellor- Time For You- Relate</p>
<b>Sensory/Physical</b>				
<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Specialist writing equipment/ Pencil grips</li> <li>• Outdoor Learning environment areas and equipment.</li> <li>• Brain Gym exercises and brain breaks daily in class</li> <li>• Buff or pastel backgrounds on IWB screens.</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation- Muscle strengthening/ pencil grip work 2 x 15 mins weekly</li> <li>• Year 1- handwriting warm up games and letter formation 1 x 30 mins weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Additional physical sessions in year 6.</li> </ul>	<ul style="list-style-type: none"> <li>• OT support strategies</li> <li>• Specific plans for pupils with sensory processing needs</li> <li>• Use of wobble cushions.</li> <li>• Additional malleable sessions for</li> </ul>	<ul style="list-style-type: none"> <li>• Physio therapist/OT support</li> <li>• ABA tutor programmes</li> <li>• Sensory programmes based on advice from Kasia Stepien form Birkett House</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Sentence recording Dictaphones</b></li> <li>• <b>Use of activities from Big Moves/Yoga for children</b></li> <li>• <b>Disco dough/hand gym in Foundation.</b></li> <li>• <b>Playground equipment/games</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2- penpals handwriting intervention 1 x 30 mins weekly.</b></li> </ul>		<p><b>motor control/dexterity.</b></p> <ul style="list-style-type: none"> <li>• <b>Sensory profiling and support.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use of Inclusion Hub for additional therapies.</b></li> <li>• <b>Additional physical support programme including hand strengthening.</b></li> <li>• <b>Additional specialist equipment as outlined in EHCP plan.</b></li> <li>• <b>BSL and hearing impaired support 3 x 30 mins weekly Y3</b></li> <li>• <b>Half termly support from HI teacher.</b></li> <li>• <b>Trained LSAs to administer medication lunchtime</b></li> <li>• <b>Sensory profiles- use of quiet areas.</b></li> </ul>
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