



Sessay CE Primary School Whole School Provision Map

Area of Need	Wave 1 Quality First Teaching for All	Wave 2 Additional and Different for Some Pupils	Wave 3 Additional and Different for Some Pupils with Some Support From Outside Agencies
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do. Marking highlights targets and areas for improvement as well as successes • Personalised and differentiated teaching, including questioning • Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals. • Teachers use a range of access strategies that will help children overcome barriers to learning e.g. use of models and images, visual timetables, learning packs • Tasks are clearly explained or modelled - success criteria are clear as are outcomes. All children aware of what they are learning 	<ul style="list-style-type: none"> • Phase 5 Phonics catch up • Springboard materials targeted to different pupils according to need, linked to current class unit of work. • In class support from TA's targeting Pupil Progress on a half termly basis. • Word shark • Number shark • Rapid read • Accelerate/Accelewrite 	<ul style="list-style-type: none"> • Reading Intervention-NYCC • Individual session with visiting specialist • Memory Booster • Paired Reading/writing • Rapid read • Active literacy • Individual home folders

	<p>and what they need to do next.</p> <ul style="list-style-type: none"> • Organisation of the classroom environment is conducive for learning. • Use of learning walls to support learning and teaching. • High Quality Phonic Work • 'Pupils given time or support before responses are required. • New or difficult vocabulary is clarified, written up, displayed and referred to. • Pupils are provided with relevant and accessible resources eg. word lists, number lines, dictionaries, spell checkers. • Use of ICT • A range of strategies used to support the dyslexic pupil ref: Dyslexia Handbook - NYCC • Use of peers to maximise opportunities for learning e.g. Talk Partners • Emphasis on 'explanation in maths and other subjects. 		
Dyslexia	<ul style="list-style-type: none"> • Use of ' Ask 3 before me' strategies • In-class support from adults Teaching assistants provide support and promote independence where possible. • Learning walls 	<ul style="list-style-type: none"> • Targeted guided reading/spelling/maths groups, personalised to need 	<ul style="list-style-type: none"> • Rapid read • Paired Reading/writing • Support from specialist staff • Organisational skills (Yr 6) • Phonological Awareness (Sound Linkage sessions)

	<ul style="list-style-type: none"> • Extra time for processing by allowing more time to respond to answers. (Talk Partners) • Labelling of areas and resources using both words and pictures. • Visual timetables. • Colour to support learning • Visual prompts to remind children of current and recent learning. For example, display boards have definitions, key explanations, prompts, VOCP, success criteria, simmering pots, time lines or flow charts that children could refer to, in addition to children's work • Seating children with dyslexia where they can access support, see the whiteboard easily and avoid distractions. 		<ul style="list-style-type: none"> • Paired Reading • Paired Writing
Sensory and Physical Needs	<ul style="list-style-type: none"> • Quality first teaching with a multi-sensory approach to learning • Quality assessments that inform learning and provides a cognitive challenge • Context embedded learning, scaffold learning (building on prior knowledge and experience) • The use of visual, auditory and kinaesthetic methods • A structured environment that 	<ul style="list-style-type: none"> • Small group work as appropriate • Additional fine motor skills Practice - busy fingers box 	<ul style="list-style-type: none"> • Work with specialist staff • Coloured overlays • Weighted blanket • Sloping boards • Move n Sit cushions

	<p>encourages independence in learning</p> <ul style="list-style-type: none"> • Awareness raising for staff • Appropriate seating and work station • Encourage pupils to use aids, e.g. hearing aids, glasses • Ensure you have the pupil's attention before speaking • The use of additional time to allow for processing of information, formulating responses and completing tasks • Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment • Pencil grips/triangular pencils 		
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Visual information can help individuals to: understand and make sense of the world, communicate, behave appropriately, keep calm & function more independently • Dealing with Change - Time lines, schedules, diaries and written lists can help to explain changes • Supporting with Routines - Routines are important, so keep them when possible and manage changes pro-actively 	<ul style="list-style-type: none"> • In class support with a focus on supporting speech and language • 'Time to Talk', • 'Socially Speaking', • Peer support activities, e.g. working with peer groups to enhance their own understanding • Buddy system/bench SEAL • Word retrieval and vocabulary games • Talk time- TA time during 	<p>Input from external agencies</p>

	<ul style="list-style-type: none">• Following Rules - Make sure rules are clear, followed by all and applied consistently.• Waiting - Waiting might be difficult, e.g. in queues, so structuring and organising that time will help• Planning and Organising - Break down tasks into smaller, clear steps to make them more manageable• Starting & Stopping - Give prompts and make it clear when to start and finish activities• Communication - Think about what you want to get across and double check understanding• Holding conversations - You might have to spell it out, when it's the persons turn to talk in conversations• Time to Process - Give instructions but then wait to make sure that it has been taken in• Auditory Memory - Give short instructions, about one thing at a time• Empathy - Seeing things from your point of view may be difficult so don't take it personally	<p>the day</p> <ul style="list-style-type: none">• In class support with focus on supporting speech and language.	
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	<ul style="list-style-type: none"> • Logically Speaking - Use concrete language and be specific about what you are saying 		
Gifted and talented		<ul style="list-style-type: none"> • Flexible groupings across school e.g. guided reading sessions • Extra curricular clubs & signposting to extended schools activities • G&T web sites • Directed to leadership roles 	