| Hambleton Primary AcademyWhole School Provision Map |
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| Area of Need  | **Universal****Provision** | **Universal Plus****Provision**  | **Targeted Support****Provision** | **Specialist Support****Provision** |
| Cognition and Learning | * Inclusive Curriculum
* Clear, simple language for explanations
* Checking understanding frequently
* Instructions supported with images, diagrams. tables
* Widget Symbols
* Modelling
* Recalling previously learnt content
* Small step approach
* Targeting questioning to help children learn
* Visually, verbal and written support
* Scaffolding
* Flexible grouping
* Pupils learning from one another
 | * Adaptive technology for accessing the curriculum
* Adaptive technology for recording work
* Specific Programmes to support learning
* Phonic grouping
* Booster groups
* Identified pupils will have a One Page Profile to support transition
 | * One Page Profile
* SMART targets and strategies to support learning
* IDL literacy programme
* Daily Reading
* Additional intervention support in class
* Precision teaching
* Overlay
* Adaptive resources
* Focussed timed intervention
* Colourful Semantics
* Specific programmes for individual learners
 | * Work towards cognition and learning outcomes outlined in the EHC Plan
* Breaking targets down into SMART targets
* Regularly assessing progress
* Involvement of a multi disciplinary team including Educational Psychologist, specialist teachers, Dyslexic specialist
* Increased 1:1 targeted intervention and precision teaching time
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| Communication and Interaction  | * Inclusive Curriculum
* Clear structured lessons
* Visual timetables
* Clear, simple language for explanations
* Checking understanding frequently
* Instructions supported with images, diagrams. tables
* Widget Symbols
* Modelling
* Recalling previously learnt vocabulary
* Small step instructions
* Processing Time
* Cue by name
* Clear expectations of how to interact
* Explicit explanations of appropriate interaction
* Targeting questioning to assess understanding
* Visually, verbal and written support
* Peer on peer support
 | * Adaptive technology for communication
* Adaptive technology for recording knowledge
* Adaptive seating and working areas.
* Identified pupils will have a One Page Profile to support transition
 | * One Page Profile
* SMART targets and strategies to support learning
* Colourful Semantics
* SALT interventions
* Listening and attention groups
* Now and Next board
* Speech and language intervention interaction e.g. Black Sheep
* Communication aid
* Lego Therapy
* Well Comms
 | * Work towards communication and interaction outcomes outlined in the EHC Plan
* Breaking targets down into SMART targets
* Regularly assessing progress
* Involvement of a multi disciplinary team including
* Speech and language
* Implement individual communication programmes such as Makaton, Pecs, Intensive interaction
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| Emotional, Behavioural and Social  | * Inclusive PSED/RSE curriculum
* Restorative approach to behaviour
* Trauma informed approach to behaviour
* Caring and positive Ethos
* Planned opportunities to build resilience
* Explicit teaching of appropriate interactions and engagement with others
* Teaching about and how to manage feelings
* Development of Playground games to promote resilience, interactions, teamwork
* Consistent reward systems
* Assemblies and book enhanced curriculum
 | * Access to fidget toys
* Identified pupils will have a One Page Profile to support transition
* Extra sensory time in regulation areas in class
* Extra use of the Zen Den
 | * One Page Profile
* SMART targets
* Behaviour plan
* Counselling
* Early Help Plan
* Referral and advice from CFWS
* 1:1 nurture time
* Lego therapy
* Boxall Profile
 | * Work towards social and emotional outcomes outlined in the EHC Plan
* Breaking targets down into SMART targets
* Regularly assessing progress
* Involvement of a multi disciplinary team
* CAMHS
* Additional counselling
* CASHER
* Child in Need Plan
* Increased 1:1 nurture time
* Implement advisory teacher support
* Implement health advise
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| Sensory and Physical  | * Creating a calm and purposeful environment which is clutter free
* Seating position to reduce sensory issues
* Adapted uniform
* Sensory stimulation aids - auditory, visual proprioceptive and oral stimulation
 | * Physical Aids to support access to the curriculum pencil grips, writing slants, adapted scissors
* Specialist seating
* Variety of outdoor equipment of different sizes and weights
* Identified pupils will have a One Page Profile to support transition
* Sensory aids – headphones, chews, fidgets
 | * SMART targets and strategies to support learning
* One Page Profile
* Sensory Diet to calm - carrying a backpack, lifting items, time to run and jump
* Sensory Diet to reduce sensory overload – time to listen to music, time in a quiet space, weighted blanket, weighted vest
* Touch Typing Programme
* Dough disco
* Visual Perception Intervention
* Fine motor programmes
* Increased activities for fine motor skills
* Increased activities for gross motor skills
* Programme to reduce tactile defensiveness
 | * Work towards sensory and physical outcomes outlined in the EHC Plan
* Breaking targets down into SMART targets
* Regularly assessing progress
* Involvement of a multi disciplinary team including
* Occupational Therapist
* Physio therapist
* Implementing OT programmes
* Implementing Physio programmes
* Implementing sensory assessments plans
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