| Hambleton Primary Academy  Whole 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 |
| 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 |
| 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 |
| 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 |