

## Burton Leonard Church of England (VC) Primary School

### Provision Map 2017-18

<b>Wave 1</b> All pupils where appropriate	<b>Wave 2</b> Additional and Different for some pupils	<b>Wave 3</b> Additional and Different for some pupils
<ul style="list-style-type: none"> <li>• High quality first teaching and learning</li> <li>• Highly effective quality core provision for EYFS learning through play</li> <li>• Clear AfL strategies used</li> <li>• Robust target setting – all learners know what to do to improve</li> <li>• Reward systems</li> <li>• Emphasis on meaningful praise</li> <li>• Celebrations of success</li> <li>• Stars of the day/week/newsletters/medals</li> <li>• Strong parent-school partnership</li> <li>• Effective classroom management and organisation, Clear labelling of all resources</li> <li>• Guided work</li> <li>• Solution focused approach</li> <li>• Access to a range of quality resources, tools and materials to support and enhance learning</li> <li>• Strong SEAL and PHSCE programme</li> <li>• Highly effective TA support</li> <li>• Buddy system</li> <li>• Talk partners/Learning Partners/Peer tutoring</li> <li>• Errors and discussion viewed as acceptable,</li> </ul>	<ul style="list-style-type: none"> <li>• In class Speech and Language support</li> <li>• Nurture groups</li> <li>• Pre and Post teaching</li> <li>• Better Reading Support Partners</li> <li>• Fine motor skills – Theodore Perceptuo “Write from the start”</li> <li>• Narrative therapy</li> <li>• Access to phonic groups</li> <li>• Numicon small group work</li> <li>• Visual memory skills programme</li> <li>• Auditory memory skills programme</li> <li>• Speed Up! Fluency in handwriting</li> <li>• 5 point scale plan designed with pupils</li> <li>• Laminated task plans/keyrings</li> <li>• Precision teaching</li> <li>• ALK Active Literacy Kit</li> <li>• Power of 2</li> <li>• More able opportunities - maths workshops, science, art, design</li> </ul>	<ul style="list-style-type: none"> <li>• External Agency involvement –Educational Psychologist, EMS Support, Speech and Language Support, Deaf Action support, Advisory Teacher for the Deaf, occupational Therapy support</li> <li>• Individual support in class, PE, swimming, lunch time and break time supervision</li> <li>• PPM incorporating targets including review of progress with pupil, parent, teacher, SENCO</li> <li>• Speech and Language Therapy sessions</li> <li>• Visual organiser</li> <li>• Venues contacted/pre-visits carried out to ensure inclusion for all in a way that is most appropriate</li> <li>• SENCO parent support</li> <li>• More able opportunities</li> <li>• More able wave provision mapping</li> <li>• Dyslexia Assessment/profiling</li> <li>• Readers for assessment/SATs papers</li> <li>• Extra time allowed for completing tasks and test papers</li> <li>• Emotional barometer, Emotion Bears</li> <li>• Secrets of Words English programme from</li> </ul>

springboard to learning, misconceptions identified early

- Clear expectations and high expectations
- Differentiated curriculum planning, activities, delivery and outcome
- Use of visual, auditory and kinaesthetic methods to meet needs of all learners
- Use of power lines
- Appropriate seating/table arrangements
- Pupils use of computing impacts on learning
- Visual timetables
- HOTs questioning embedded practise
- Highly effective observation, monitoring and assessment systems, tracking systems and record keeping
- Pupil Progress meetings, timely and early interventions
- Alternative methods of recording eg microphones, video, camera, talk buttons
- Working memory visual prompts
- Access arrangements used routinely
- Use of coloured IWB backgrounds and Highlighted coloured reading strips
- Time allowed for processing before responding to ideas and repeated using same language
- Growth mindset whole school approach

NDCS

- Epilepsy support
- Use of British Sign Language
- Healthy Child Team support for emotional needs