

Whole school provision map for universal provision Airy Hill

Cognition and Learning <i>(inc Dyslexia)</i>	Communication and Interaction <i>(inc ASD,SLCN and EAL)</i>	Social, Mental and Emotional health	Physical and Sensory
<ul style="list-style-type: none"> • Clear and simple instructions • Check for understanding • Consistent use of positive language • Visual cues and prompts • Visual timetable • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Multi-sensory approach to learning • Offer alternatives to written recording: laptop/word processor, Dictaphone, scribe, storyboard, picture prompts, symbols e.g. Clicker 6 incorporating word banks and writing frames • Always provide hand-outs to minimise copying from the board for pupils with recognised writing difficulties. • Provide key words for a topic to support difficult spellings • Ensure fonts on whiteboard are clear and of a reasonable size. We will not use a “white” background and will endeavour to use the correct colour backgrounds where indicated by pupils’ Visual Stress Tests • Use appropriate coloured filters 	<ul style="list-style-type: none"> • Say what you mean (explain double meanings, avoid sarcasm etc.) Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Labelled objects in classroom, where appropriate. • Picture/label (multilingual) fan of everyday objects and phrases • Systematic organisation of independent learning tasks and activities • Translate key words for subjects to hand for child (word bank). • Displays to include words in child’s 1st language (parents to help with this if possible). • Clear rewards and sanctions – including motivators • Overt expectations made explicit Calm learning environment • Prompt cards for group roles and conversation skills • TEACCH approaches • Access to time out area or distraction free environment • Regular, short sensory breaks • Personalised Social Stories • Small friendship skills group • Buddy system 	<ul style="list-style-type: none"> • Clear whole school behaviour policy • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of rules – visual prompts to support if needed • Positive intervention strategies • Flexible approaches to a range of different behaviours • Time out systems within the classroom • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies • Clear communication with parent/carer • Regularly reviewed behaviour targets and/or action plan • Enhanced personal social and health education programmes • Programmes for managing and controlling behaviour • Anger-management programmes • Counselling and peer support 	<ul style="list-style-type: none"> • Reduce background noise to improve acoustic environment • Preferential seating and position of teacher • Uncluttered and well organised learning environment • Good lighting • Access to lip reading/ subtitles on audio visual material • Choice making opportunities • Clearly organised learning environment • Specialist vocabulary available at the beginning of each topic • Spelling support • Allow thinking time • Summarise key points at start and end of lesson • High colour contrast materials, including on whiteboard • Good quality print and photocopying • Pre-prepared work with date/LO etc. • Electronic copies of work • Summarise key points at start and end of lesson • Letter formation and fine motor skills activities • Small group work; • Variable TA support

<p>and remind pupils to use their filters and other support provided</p>	<ul style="list-style-type: none">• Lego therapy• Make it Visual Key/technical vocabulary, words and pictures, visual activities will be displayed in and around the classroom. Children will be taught key words etc.• Offer opportunities for oral rehearsal of contributions (reading aloud/using Talk Partners etc)• Adults will repeat key instructions before rephrasing them for children• Pre teaching will be used to support children. This may also involve giving children prior warning of questions that may be asked or points that will be discussed before watching a video, listening to a piece of text etc. Key words for subjects taught previous to lesson/term (with pictures/symbols).• Adults will share the structure of the learning with children. This will explain to children what is going to happen.• General letters/notes explained or translated.• If child is unable to write in English, encourage them to write in their first language – use parents, if possible to look at work.• Involvement in practical activities including classroom jobs.• Lots of speaking opportunities; paired/group• Model language, repeating, asking them again etc.• Use of specialist resources: TRUGS for language development;		
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	word to picture matching games; Letters and Sounds sound maps; iPad apps: Symbols for writing		
Effective use of TAs in class	Effective use of TAs in class	Effective use of TAs in class	Effective use of TAs in class
<ul style="list-style-type: none"> • Model, then teach, then support mind mapping or note taking • Repeat instructions and make sure they are understood • Occasional scribing • Encouraging children to make oral contributions to lessons • Encourage independence and use of all class strategies before asking for adult help. • Know about the alternatives to written recording 	<ul style="list-style-type: none"> • Simplify, repeat and break down activities into smaller chunks • Ensure pupils fully understand their task (“Tell me what you have been asked to do”) • Promote children’s independence • Model good language and grammar/correct incorrect grammar or vocabulary • Structured language development sessions. • Communication book with family (included photos etc) • Encourage children to focus on what they are “learning”, not what they are “doing” 	<ul style="list-style-type: none"> • To support pupils in small carefully thought out group settings, or one-to-one working • To act as a learning mentor for identified pupils (or key workers or equivalent) • Support the careful monitoring and targeting of individual pupils and/or Pastoral Support Plans • Lead enhanced personal social and health education programmes where appropriate • Support programmes for managing and controlling behaviour • Provide counselling • Help deliver a personalised curriculum and possibly timetable 	<ul style="list-style-type: none"> • Revision of key skills and concepts • Use of note taker – using IT, mind maps etc. • To help produce modified resources (e.g. large print) • Support the use of a ICT e.g. use of laptop • Individual and group support where appropriate • Review of semantics and syntax of curriculum texts • Mentor supporting social inclusion • Specialist teaching sessions • Adaptation of materials where appropriate • Support for the young person’s personal/revised timetable