

# Clifton with Rawcliffe Primary Whole School Universal Provision Map

## Whole school arrangements

- Every child in school has personal maths, reading and writing targets.
- Consistent use of a school wide behaviour system based on recognition of positive behaviour and clear sanctions for unacceptable behaviour.
- Termly pupil progress reviews with senior leadership team with a focus on progress of all learners and vulnerable groups (FSM / PP / SEND / EAL)
- Teachers, teaching assistants and lunchtime supervisors know children well and are aware of needs.
- Planning takes account of the needs of the class and demonstrates differentiated tasks / questions.
- Display boards support learning by providing prompts and reminders of work that has been covered.
- Thinking time before taking answers for questions is a routine consistently used in classrooms.
- Pupil passports for all children on the SEND register

Specific learning difficulties	Cognition and learning	Speech, language and communication needs	Social, emotional and mental health	Physical and sensory (hearing/visual impairment; developmental coordination disorder;)	Autism
<ul style="list-style-type: none"> <li>• Offer alternatives to written recording - e.g. communication in print /use of Chromebooks/talking tin lids</li> <li>• Minimise copying from the board.</li> <li>• Provide key words for a topic to support difficult spellings.</li> <li>• Ensure fonts are clear and of a reasonable size.</li> <li>• Use appropriate reading rulers/overlays to help support visual stress</li> <li>• When giving verbal instructions try and limit them to no more than two at a time.</li> <li>• Use colour to distinguish between ideas and highlight key ideas.</li> <li>• All children are invited to read aloud but are allowed to pass.</li> <li>• Children are given opportunities to work in mixed ability pairings.</li> <li>• High quality phonics work in Ks1</li> <li>• Pupils are provided with relevant and accessible resources, e.g. word lists, sound mats, talking tin lids</li> <li>• Magnetic letters and rainbow mats</li> </ul>	<ul style="list-style-type: none"> <li>• Practical resources available for modelling - on tables or accessible to pupils.</li> <li>• Scaffolding next steps when required.</li> <li>• Use of TAs for pre-tutoring</li> <li>• Break learning down into small steps;</li> <li>• Provide multiple examples of new concepts;</li> <li>• Use visual and kinaesthetic learning;</li> <li>• Use short, simple instructions;</li> <li>• Give pupil time to think;</li> <li>• Buddy the pupil with a more able peer;</li> <li>• Enable children to record their ideas using alternatives to writing;</li> <li>• Scaffolding writing e.g. writing frames; prompt sheets; clue cards; cloze procedure;</li> <li>• Use of Numicon</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to develop social skills e.g. paired / group work.</li> <li>• Visual cues to help organisation e.g. visual timetable / reminders for what to take home etc.</li> <li>• Use of communication in print software to provide visual cues around school.</li> <li>• Clear routines established and reinforced by visual cues.</li> <li>• Provide parents with routines and a termly/half-termly outline of the topics.</li> <li>• Children are given opportunities to work in mixed ability pairings (learning buddies);</li> <li>• Keep verbal instructions simple, and in the order you want it carried out;</li> <li>• Support oral presentations/explanations with pictures or real objects;</li> <li>• Model</li> <li>• Use of Makaton and PECS</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, calm and consistent approaches used with all pupils.</li> <li>• Behaviour trackers;</li> <li>• Positive reinforcement and appropriate meaningful praise given.</li> <li>• Praising appropriate behaviour.</li> <li>• Giving firm and clear instructions to minimise negotiating (as appropriate).</li> <li>• Minimising distractions for pupils.</li> <li>• Organising opportunities to work with peers / role models.</li> <li>• Provision for sensory feedback e.g sit and learn cushions;</li> <li>• Use of chewlerry;</li> <li>• Use of the 5 point scale;</li> <li>• Personalised reward systems;</li> <li>• Access to the sensory room.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision for sensory feedback e.g. feely bags, wobble cushions etc.</li> <li>• Classroom organised to ensure that pupils can move easily around the room.</li> <li>• Children with aids are reminded to use them and encouraged to take responsibility for them.</li> <li>• Access to a writing slope;</li> <li>• <b>Hearing impairment:</b> use TA/SENCO for pre and post-tutoring; seat pupil at front; make sure staff do not cover their mouth when speaking; use of assistive technology (e.g. Roger pen; splitter cables); visual support;</li> <li>• <b>DCD:</b> minimise need for extensive handwritten recording; adapted scissors/pens/pencil grips; teach pupils strategies to improve organisation; colour code spatially confusable items; allow ample rest periods.</li> <li>• Check seating-put box under feet if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual cues to help organisation e.g. visual timetable / reminders for what to take home etc.</li> <li>• Use of 'safe' or 'chill out' areas;</li> <li>• Warning of changes in routine;</li> <li>• 5 point scales</li> <li>• Worry cards</li> <li>• Social stories</li> <li>• First...then approach</li> </ul>

**SEN support: As above, plus: Small group and/or 1:1 interventions/booster groups**

<b>Specific Learning Difficulties</b>	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory</b>	<b>Autism</b>
Read write inc 1: 1 phonics (FS2, KS1) Fresh Start (LKS2/UKS2) Precision teaching (throughout) Rapid phonics (LKS2) Project X (LKS2) Teoduresco handwriting scheme (LKS2/UKS2)	Read Write Inc phonics (FS2, KS1 and KS2) Precision teaching (throughout school) Fresh Start (UKS2) Numicon booster groups Exciting writers booster group Early morning phonics booster Early morning maths booster groups Pre and post teach (throughout school) Turnabout (KS1/KS2) Memorability (FS2)-both designed to work on improving auditory and visual memory	Socially speaking Lego Therapy (KS1/KS2) Talk Boost (throughout school) Peer mentoring (throughout school) ELSA (throughout school) Advice from an ELKLAN trained teaching assistant	Socially speaking Talk Boost (throughout school) ELSA (throughout school) Lego therapy (LKS2 and UKS2) Art/play therapy 1:1 mentoring Sensory circuits	Fine motor skills group (FS2) Busy fingers groups (FS2) Handwriting booster groups (throughout) Jump Ahead (throughout) Pre and post teaching Peer awareness	Lego therapy ELSA Socially speaking Social stories 5 point scale

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**As above plus: Highly personalised long term provision (EHCP/MSP)**

<p>Involvement of Educational Psychologist (Julia Johns)</p> <p>Enhanced Resourced Provision Referral - St Oswalds (SpLD). Advice and support from the specialist teacher for dyslexia (Jacqui Webster)</p> <p>Termly reviews</p> <p>Pupil Passport</p> <p>Close liaison with nursery and secondary schools around the time of transition.</p>	<p>Involvement of educational psychologist</p> <p>Additional adult support with targeted and specific outcomes.</p> <p>Termly reviews</p> <p>Pupil passport</p> <p>Individualised homework and spellings</p> <p>Advice and support from specialist teacher for complex needs (Lydia Waites)</p>	<p>Enhanced Resourced Provision Referral - Haxby Road (SLCN)</p> <p>Involvement of specialist teaching team for autism (Nicky Wallace)</p> <p>Involvement of specialist TA for autism</p> <p>SALT referral - speech and language targets given to work upon.</p> <p>Additional adult support with targeted and specific outcomes.</p> <p>Termly reviews</p> <p>Pupil passport</p>	<p>Enhanced Resourced Provision Referral - Danesgate Community</p> <p>Additional adult support with targeted and specific outcomes.</p> <p>Consultation with school well-being worker (Kathy Jones)</p> <p>Referral to Lime trees for assessment if appropriate</p> <p>Involvement of behaviour support teacher (Petra Henman)</p> <p>Involvement of the local area team</p> <p>Termly reviews</p> <p>Pupil passport</p> <p>Restraint training for all staff</p>	<p>Sensory, physical and medical input, advice and support.</p> <p>Involvement of specialist teacher team e.g. specialist teacher for the hearing impaired, visual impairment.</p> <p>Termly reviews.</p> <p>Pupil passport</p> <p>Support from specialist nurses and consultants (e.g. MPS; Narcolepsy)</p> <p>Peer awareness presentations</p>	
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