

## Houghton on the Hill Provision Map 24-25



Area of Need	Universal – Quality 1 <sup>st</sup> Teaching (all pupils)	Targeted – Catch up (some pupils)	Specialist (few pupils)
<b>Cognition &amp; Learning</b>	<p>Recap previous learning – address any misconceptions Differentiated curriculum planning, activities, delivery and outcome Groupings – e.g mixed ability Clear learning focus: Learning Intention (LI) &amp; success criteria visible to all Visual timetable, aids &amp; use of symbols Instructions broken down into manageable chunks and given in sequence Illustrated dictionaries Writing frames Targeted questioning (Blooms taxonomy) Pupil talk time Movement breaks/sensory regulation Clear modelling of task Understanding checked by asking chn to explain what they have to do</p>	<p>Catch up programmes – Little Wandle phonics &amp; number sense Targeted intervention programmes Precision teaching Reading partners In class support from teaching assistant Multi-sensory spelling practice groups Specialist software (Literacy Gold) Laptop/ipads Learning mentors Learning passport and IEP targets circulated to all teachers Dyslexia/Dyspraxia screening assessments</p>	<p>Task adjustment with additional learning resources Specialist literacy/numeracy programmes (Literacy Gold, Echo Reading, Number sense) Leicestershire SEND teams advice and support Small groups or individual support from adult Advice from Educational Psychologist Pupil passport and IEP targets circulated to all teachers</p>
<b>Communication &amp; Interaction</b>	<p>Recap previous learning – address any misconceptions Language modelled by class teacher and support staff across all areas Simplified language, key words (<a href="http://www.widgetonline.co.uk">www.widgetonline.co.uk</a>) Speaking and listening skills develop through story time Clear learning focus: Learning Intention (LI) &amp; success criteria visible to all Visual timetable, aids &amp; use of symbols Structured school &amp; class routines (e.g rules for good looking, sitting, listening) Role play/hot seating/ drama activities Pupil talk time Range of multi-sensory approaches</p>	<p>Communication/ Social Skills / Lego therapy groups Symbol supported text (<a href="http://www.widgetonline.co.uk">www.widgetonline.co.uk</a>) Specialist software e.g Immersive Reader Speech recognition software Individual visual timetable and Now/Next boards Individual workstation Break and lunchtime provision In class support with focus on supporting speech and language Pupil passport and IEP targets circulated to all teachers</p>	<p>1:1 speech and language therapist assessment and recommendations Speech and language small group work Advice from Educational Psychologist (EP) Individual work area Circle of friends/Buddy group/Peer mentoring Social Stories/Comic strip conversations TEACHH structure - ASD Pupil passport and IEP targets circulated to all teachers</p>
<b>Social, emotional and mental health</b>	<p>Whole school behaviour policy Whole school/class rules 'Catch' the pupil being good and offer praise Give chn classroom responsibilities Play calming music when appropriate (e.g after lunch before registration) Whole school/ class rewards and sanctions systems Circle time Achievement assembly – highlight positive achievements Movement breaks/sensory regulation</p>	<p>Small group circle time Social Skills Group ELSA sessions Zones of Regulation Emotion Coaching In class support for supporting behaviour targets, access, safety Stress balls, fiddle toys Pupil passport and IEP targets circulated to all teachers</p>	<p>Counsellor service Protocol/PSP Outreach behaviour support Individual reward system Time out card Break and lunchtime provision Advice from Educational Psychologist (EP) Circle of friends/Buddy group/ Peer mentoring Leics SEN advice and support</p>

	Keep instructions, routines and rules short, precise and positive Zones of Regulation- whole class		Pupil passport and IEP targets circulated to all teachers Responsibilities e.g. milk monitor Earlier start to the day- entering through the main door not gate
<b>Sensory &amp; physical</b>	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes / Coloured overlays / Pencil grips Medical/support/advice Movement breaks/sensory regulation	Additional fine motor skills/handwriting practice Keyboard skills training In class support for supporting access, safety Stress balls, fiddle toys Sensory circuits Pupil passport and IEP targets circulated to all teachers	Individual support in class to access curriculum activities Physiotherapy programme Advice/input from LA specialist team Speech recognition software Pupil passport and IEP targets circulated