

## Repton Manor Primary School – Whole School Provision Map (2021-2022)

At Repton Manor Primary School, we strive to ensure that all children are able to fully access a broad and balanced curriculum. In order to enable this, we endeavour to ensure that all children’s needs are met via a curriculum offer and graduated response. Through our curriculum offer and graduated response, there are 3 levels of support available to all children; universal, targeted and personalised. The following information provides further information with regards to the additional support and provision that is available at Repton Manor Primary School at a universal, targeted and personalised level. An overview of the interventions currently available as part of our curriculum offer is included at the end of this document. This document also shows the provision available at a class level.

Universal	Targeted	Personalised
<p>Universal support is available to all children. This is provision that is readily available as part of the learning environment and our inclusive culture.</p> <p>All staff have a secure awareness of the different Special Educational Needs and Disabilities (SEND) and receive regular training to ensure an appropriate level of understanding to be able to meet the needs of their class.</p> <p>Teachers plan for, and deliver, a highly inclusive and nurturing curriculum, ensuring that the majority of children’s needs can be met via Quality First Teaching (QFT).</p>	<p>Where children require additional support to that of our curriculum offer at a Universal Level, children will be provided with targeted support, which is usually via a short term intervention. Targeted support is usually provided as part of a small group. This support can be provided to all children with or without SEND, to enable them to make further progress and work towards achieving their full potential.</p> <p>Targeted support will be carefully considered and planned for, to specifically target a gap in learning.</p> <p>Children receiving targeted support will be tracked by the school via Provision Maps.</p>	<p>Personalised support is additional support and provision that is specifically planned and delivered to meet the learning and development needs of individual children.</p> <p>This level of support is usually implemented for children with SEND, to enable them to fully participate within the curriculum and ensure that they make progress towards their identified small step targets.</p> <p>Children receiving personalised support will usually be tracked via Personalised Plans.</p>

## Whole School Systems:

Universal	Targeted	Personalised
<p>Nurture School Ethos embedded – 6 principles of learning embedded throughout the curriculum (Learning is understood as a vital means of communication, All behaviour is communication, The classroom offers a safe base, Learning is understood developmentally, The importance of transitions in children lives and The importance of Nurture for the development of well-being).</p> <p>Good or better Quality First Teaching for all children, using the Mainstream Core Standards.</p> <p>Appropriate flexible provision available in all classes; safe bases, sensory resources, access to alternative recording methods e.g. through the use of technology.</p> <p>Clear training programme identified annually and reviewed throughout the year, to ensure the appropriate training needs are identified in a timely manner. Training programme identifies training needs with a tiered response e.g. whole school, targeted and individual.</p> <p>Whole school Teaching and Learning Policy in place to monitor the quality of planning, teaching and learning, and progress and attainment.</p> <p>Termly assessments by teaching staff.</p> <p>Access arrangements regularly reviewed to ensure equal opportunities for all.</p> <p>Systematic approaches developed to ensure accurate assessments of all learning (academic and social and emotional).</p> <p>Systems in place to monitor the quality of planning, teaching and learning, and progress and attainment.</p>	<p>Targeted training identified for staff, as part of whole school training programme to enable staff to plan and deliver targeted interventions.</p> <p>Assess, Plan, Do and Review (APDR) cycle implemented on a termly basis – to review targeted provision and impact towards addressing targeted gaps in learning. Provision maps are reviewed termly, as part of the APDR cycle.</p> <p>Parent/ teacher meetings take place 3 times a year – identified needs/ gaps in learning discussed with parents in parents evening.</p> <p>Regular attainment and progress analysis for specific individuals or groups – discussed with Phase Leaders/ Pastoral and Inclusion (PINC) team and Senior Leadership (SLT) team.</p> <p>Attainment and progress in Reading, Writing, Maths and GPS measured using formative assessments and age standardised assessments.</p>	<p>Specific training needs identified for staff – ensuring that individuals with SEND are able to have personalised provision to address their learning and developmental needs.</p> <p>Assess, Plan, Do and Review Cycle continues to be implemented ensuring progress towards small step targets.</p> <p>Provision tracked via personalised plans with 3 parent review meetings to monitor and evaluate provision. These meetings are in addition to the Parent/ Teacher meetings.</p> <p>Additional support sought from other agencies (see below):</p> <p>Attendance and advice sought from the Local Inclusion Forum Team (LIFT) – potentially providing further advice/ recommendation or access to a Specialist Teacher from the Specialist Teaching and Learning Service (STLS).</p> <p>Educational Psychology advice or assessment.</p> <p>Referrals to health professionals such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, Community Health, NELFT or CAMHS, School Nursing etc.</p> <p>Additional assessments undertaken to identify needs, such as: Phonic screening, verbal and non-verbal reasoning, Dyslexia Portfolio, Dyslexia Screener, Dyscalculia assessment, Reading/ Spelling Ages, Irlen’s Overlay Screener, Sensory Profiling, Boxall Profiles, Language Link, Speech Link and Language for Learning.</p>

**Provisions:**

	Universal	Targeted	Personalised
<b>Cognition and Learning (C&amp;L)</b>	<p>Good Quality First Teaching, as part of the Mainstream Core Standards.</p> <p>Appropriately differentiated learning.</p> <p>Small group support for differentiated curriculum activities.</p> <p>Visual supports including; visual timetables/ daily schedules, Symbols, prompt cards, word banks, word map (RWM)/ punctuation maps, phoneme/writing frames, sound buttons etc.</p> <p>Alternative methods of recording including ICT e.g. laptops, recording devices, iPads, headphones, computer programs etc.</p> <p>Clear Learning objectives and steps to success. (Whole class Task Management Board)</p> <p>Talk partners/ learning coaches.</p> <p>Coloured backgrounds and alternative fonts on interactive whiteboards.</p> <p>Access to a safe base within the classroom, sensory resources including ear defenders/ fiddle toys etc.</p> <p>EYFS offer Squiggle while you wiggle/ Fun Fingers as core offer.</p>	<p>Reading and writing intervention – targeting a specific gap in learning, may include Russian Writing.</p> <p>Maths Interventions – targeting a specific gap in learning.</p> <p>Spelling/ Grammar and Punctuation interventions/ Games.</p> <p>Language Through Colour.</p> <p>Sounds Write.</p> <p>Memory Magic/ Memory Fix.</p> <p>Fresh Start.</p> <p>Audio books – to promote a love of reading.</p> <p>Number box.</p>	<p>Coloured overlays, reading rulers or exercise books.</p> <p>Writing slopes and sit and move cushions. Stabilo easi-grip pens or pencils/ pencil grips.</p> <p>Precision teaching for phonics/ high frequency words and number/ number facts.</p> <p>RWi 1:1 tutoring.</p> <p>Toe by Toe.</p> <p>TRUGS.</p> <p>Paired Reading.</p> <p>Alphabet Arc.</p> <p>Highly personalised reading/ writing and maths intervention/ curriculum.</p> <p>Specialised technology/ programs to aid learning e.g. large key keyboards, specialised mouse/ joysticks, recording devices (Talking Tin)/ Magnifiers/ speech to text and text to speech technology, Clicker 7 etc.</p> <p>Scribes/ Readers to support access arrangements.</p> <p>RNIB Book share</p>

<p><b>Communication and Interaction (C&amp;I)</b></p>	<p>Access to a range of reading learning resources including; dictionaries, ACE dictionaries, thesaurus and descriptosaurus.</p> <p>Early Reading provision – Speed sound chart (every classroom), frieze frames, Green Speedy Words/ Green Story Word and Red Word Charts (blue pocket charts).</p> <p>Oral rehearsing – verbally constructing a sentence before writing and developing reasoning ability in Maths lessons.</p>	<p>Language through Colour/ Language for Learning.</p> <p>Stammering/ Dysfluency class based strategies.</p> <p>Language Enrichment Intervention.</p> <p>Communicate in Print – symbols/ working frames/ word banks etc.</p> <p>Memory Magic/ Memory Fix</p>	<p>Speech Link and Language Link interventions.</p> <p>Verve.</p> <p>Intensive Interaction.</p> <p>Picture Exchange Communication System (PECs).</p> <p>Barrier Games.</p> <p>NHS direct Therapy.</p>
<p><b>Social, Emotional and Mental Health (SEMH)</b></p>	<p>Story Telling – deepening activities e.g. hot seating, drama, conscience corridor, debates, music and art activities etc.</p> <p>Accelerated Reading – e-books.</p> <p>Guided Practice Approach in all Maths lessons. Keep up and catch up time as part of Maths lessons. Flash backs – reviewing key concepts (White Rose).</p> <p>Access to a range of maths resources e.g. number lines, number beads, 100 squares, counters, cubes, base ten, denes, place value counters and boards, use of real life objects etc.</p>	<p>Nurture activities – for calming and self-regulation.</p> <p>Lego Play.</p> <p>Emotional Literacy Groups.</p> <p>Zones of Regulation**</p> <p>Play/ Lunch time support.</p>	<p>Nurture Group Provision – targets identified using Boxall Profiles.</p> <p>Drawing and Talking.</p> <p>ELSA sessions.</p> <p>Sensory Room/ SNUG.</p> <p>Rainbow Bereavement.</p> <p>Therapy Sessions – counselling, Art/ Music/ Play Therapy.</p>
<p><b>Sensory and/ or Physical</b></p>	<p>Access to a range of maths resources e.g. number lines, number beads, 100 squares, counters, cubes, base ten, denes, place value counters and boards, use of real life objects etc.</p>	<p>Sensory Circuits</p> <p>Fizzy and/ or Clever Hands interventions</p> <p>Squiggle while you Wiggle/ Write Dance/ Fun Fingers/ Handwriting Intervention.</p>	<p>OT/ Physio exercise.</p> <p>Typing Intervention.</p> <p>Writing slopes and sit and move cushions. Stabilo easi-grip pens or pencils/ pencil grips.</p> <p>Specialised technology/ programs to aid learning e.g. large key keyboards, specialised mouse/ joysticks, recording devices (Talking Tin)/ Magnifiers/ speech to text and text to speech technology, Clicker 7 etc.</p> <p>Specialised equipment - Kura Cutlery, Breezi Chairs, toilet frames, adjustable tables etc.</p>

