

# Coppice Valley Whole School Provision Map 2019-20

Area of Need	Universal Level Quality First Teaching	Intervention Additional teaching in small groups or 1:1	Personalised Provision
Cognition and Learning	<p>Pupils' names and eye-contact established before giving instructions</p> <p>Clear simple instructions, chunked / given 1 at a time; check for understanding</p> <p>Clarify, display and refer back to new / difficult vocabulary</p> <p>Pre-teach vocabulary</p> <p>Jot down key points / instructions</p> <p>Give time to process before a response is needed</p> <p>Visual cues / prompts</p> <p>Collaborative working opportunities</p> <p>Consistent use of terms</p> <p>Repetition and reinforcement of skills</p> <p>Tasks simplified or extended</p> <p>Use of coloured backgrounds</p> <p>Visually supportive environments</p> <p>Multi-sensory approach to learning</p> <p>Strategies to support working memory</p>	<p><u>Reading</u></p> <p>Inference Training</p> <p>Paired Reading</p> <p>Project X CODE</p> <p><u>Reading / Spelling</u></p> <p>IDL Cloud</p> <p><u>Maths</u></p> <p>FirstClass@Number2</p> <p>Success@Arithmetic</p> <p>Adult support in lessons</p> <p>Pre / post teaching</p> <p>Catch-up groups</p> <p>Post-It planning</p> <p>Supported social and emotional development</p>	<p><u>Curriculum</u></p> <p>Bespoke curriculum for Reading, Writing &amp; Maths</p> <p>Bespoke structured phonics / spelling programmes</p> <p>Overlearning</p> <p>Use of precision teaching for key facts / words</p> <p><u>Reading</u></p> <p>ALK</p> <p>Precision Teaching</p> <p>Inference Training</p> <p>IDL Cloud</p> <p>Project X/ CODE</p> <p><u>Handwriting</u></p> <p>Write from the Start</p> <p>Speed up</p> <p>Pencil grips / adapted pens</p> <p>Bespoke Handwriting Programme</p> <p><u>Memory Activities</u></p> <p>Strategies to support working memory</p> <p><u>General support for writing / recording</u></p> <p>Planned 1:1 support in lessons</p> <p>Use of ICT – ClickerDocs</p> <p>Word / vocabulary mats</p> <p>Opportunity to access and record information in a variety of ways, including IT, mind-mapping, audio / video / dictation to scribe</p> <p>Developing touch-typing skills</p> <p>Individual arrangements for SATs</p> <p>Additional planning arrangements for transition</p> <p><u>Outside agency Support:</u></p> <p>Input from EMS – Rossett EMS SpLD</p>

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Communication and Interaction	<p><u>Language</u> Clear and simple explanations Chunking instructions Extra time to process what has been said Check understanding by asking in a different way Model correct sentences Visual support across the curriculum Broad range of sentence activities, e.g. description, news telling Talk partner opportunities</p> <p><u>Social Communication</u> Clear language: explain double meanings / idioms / avoid sarcasm etc. Visual Prompts and cues Clear rewards and sanctions Calm learning environment</p>	<p><u>Speech</u> Attention and listening activities <u>Language</u> Pre-/ post-teaching of vocabulary using the STAR approach. In-class support to support speech and language. Guided reading for decoding and comprehension, especially inference.</p> <p>Activities from 'The Communication Cookbook'</p> <p><u>Social Communication</u> Time to Talk Socially –Speaking Social Communication Group Prompt cards for group roles and conversation skills</p>	<p><u>Speech, Language and Communication Needs</u> 1:1 Speech and Language support following advice from Speech Therapist Narrative Intervention: Reception, KS1 and KS2 Use of information-carrying words when giving instructions Application of speech targets during the day Oral blending and segmenting activities linked to reading and spelling</p> <p><u>Social Communication</u> Ear phones Visual Timetable Visual Support First / Then approach Alternative Timetable Social Stories / comic strip conversations Access to time out area or distraction-free environment Individual work station Risk assessments if necessary Preparation for change of activity / lesson</p> <p><u>General</u> Systematic organisation of independent learning tasks Overt explanations made explicit Use of Communicate in Print to make resources Sensory toys Sensory diets / breaks Individualised programmes of work Individual arrangements for SATs Additional planning arrangements for transition</p> <p><u>Outside agency Support:</u> Speech and Language Therapist – NHS IES C@I Team</p>

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Social, Emotional and Mental Health	<p>Whole school behaviour policy differentiated according to need</p> <p>All adults model mutually respectful relationships</p> <p>Differentiated learning activities to engage and motivate</p> <p>Differentiated use of voice / gesture and body language</p> <p>Social seating and proximity to teacher</p> <p>Positive language to redirect &amp; reinforce expectations</p> <p>Visual and verbal prompts to increase engagement, mutual respect and positive behaviour</p> <p>PSHE curriculum</p>	<p>ELSA working on group programmes: social skills</p> <p>Developing Resilience</p> <p>Socially Speaking</p> <p>Nurture Group</p> <p>Monitoring at unstructured times.</p> <p>Buddy systems</p>	<p>Drawing and Talking</p> <p>ELSA working on bespoke programmes</p> <p>CBT – anger / anxiety</p> <p>Behavioural therapies for low mood</p> <p>Teaching self-regulation / Zones of Regulation, The Incredible 5-Point Scale</p> <p>Check-In</p> <p>Personalised availability of sensory toys to help regulate / calm</p> <p>Limited choices to engage and motivate</p> <p>Increased structure, routine and guidance</p> <p>Calming scripts</p> <p>Clear rewards and sanctions</p> <p>Time out systems</p> <p>Increased structure, routine and guidance</p> <p>Alternative timetable</p> <p>Risk Assessments if necessary</p> <p>Identify and build on preferred learning styles</p> <p>Reward / chart system</p> <p>Individual arrangements for SATs</p> <p>Additional planning arrangements for transition</p> <p><u>Outside support</u></p> <p>Grove Road EMS for SEMH</p>

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<b>Physical and Sensory</b>	<p>Improvements to the acoustic environment</p> <p>Preferential seating and position of the teacher</p> <p>Uncluttered / well-organised learning environment</p> <p>Good lighting</p> <p>Specialist vocabulary available at the start of each topic</p> <p>Summarise key points at the start and end of each lesson</p>	<p>Handwriting support / practice including Write from the Start.</p> <p>Fine motor activities</p> <p>Gross motor activities</p>	<p>Ear defenders</p> <p>Support for hearing impaired children</p> <p>Adapted resources for visually impaired children</p> <p>Adapted pens / pencil grips</p> <p>Sloping boards</p> <p>Access to IT programmes / typing skills developed</p> <p>Sensory diets</p> <p>Bespoke exercise programmes to help development of shoulder girdle / core / pelvic girdle strength</p> <p>Fiddle toys</p> <p>Pre-prepared work with date and other details populated</p> <p>Access to IT programmes</p> <p>Individual arrangements for SATs</p> <p>Additional planning arrangements for transition</p> <p><u>Outside support</u></p> <p>OT</p> <p>VI / HI Teams</p>