



**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

PROVISION & ACCESS MAP 2022_2023

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1.1

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St Peter's Primary School Provision and Access Map 2022-2023

Please find below, examples of the provision provided for children at St Peter's Primary School, including those with SEND.

NB The different coloured font is purely to aid the ease of distinguishing and reading the different provisions available.

Provision is categorised under: *Universal i.e. available to all*
Additional Provision (provided to children as needed)
Targeted Specialist Provision within an outside agency setting
(e.g. Occupational Therapy clinics, Physiotherapy clinics, Speech and Language clinics)

Within each of the above categories there are four areas of need: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.

| | Cognition and Learning | Communication and Interaction | Social, emotional and mental health difficulties | Sensory and/or Physical needs |
|--|--|---|---|--|
| Universal: Ordinarily Available | Differentiated curriculum planning, activities delivery and outcomes <i>Visual aids (visual timetables, reminder cards e.g. b/d etc)</i> <i>Use of writing frames</i> Use of 'word' (computer) <i>Class TA support for child's targets</i> Focused group work with teacher and TA | <i>Differentiated curriculum planning, activities delivery and outcomes</i> Circle time Visual timetables <i>Classroom layout created and varied to ensure pupils can hear and see the teacher. If required, a pupil has access to a quiet, distraction free zone.</i> | Agreed whole school behaviour policy. <i>Whole school/class rules.</i> <i>Class reward and sanctions systems.</i> <i>Circle time</i> <i>Use of resources to develop understanding of emotions – emotion pictures, emotion ball etc.</i> <i>Zones of Regulation</i> | Sound loop <i>Seating position</i> Position of teacher when speaking to child Font size and type De-cluttering boards/worksheets of extraneous matter. <i>Use of pen rather than pencil.</i> Use of IT |

| | Cognition and Learning | Communication and Interaction | Social, emotional and mental health difficulties | Sensory and/or Physical needs |
|--|---|--|---|---|
| | <p>Use of kinaesthetic, auditory and visual techniques to support memory e.g.</p> <p>Auditory: repeating directions they have been given before beginning a task; teaching children to take notes while trying to memorise material; listening to auditory sequences with closed eyes.</p> <p>Kinaesthetic: miming/demonstrating physical actions and processes for child to mimic, allowing use of fiddle toys, encouraging movement such as walking around the room when memorizing work, movement programmes of repetitive exercises, use of practical equipment, writing on large paper, large arm movements etc</p> <p>Visual: using colour to accentuate individual errors e.g. colour silent final 'e' in red for a child with this problem etc</p> <p>Learning supported by use of practical materials and a range of visual cues and scaffolding.</p> <p>Work chunked into manageable steps.</p> | <p>Flexible groupings: ability/mixed/small group/paired work/individual supported by teacher or teaching assistant/peer support/focused teaching group (to support exposure to good role models to support development of language and vocabulary)</p> <p>Ongoing assessment (moderated)</p> <p>Use of 'Talking Partners Screening Tool' to establish base-line skills.</p> <p>Setting of short- and long-term targets. Talking Partners</p> <p>Advice and recommendations from external specialists included in normal teaching</p> | <p>Agreed procedures with Mid-day meal supervisors to support unstructured times.</p> <p>Friendship bench</p> <p>Buddy system</p> <p>Circle of friends</p> <p>Individual reward systems</p> <p>Use of ABC charts</p> <p>Use of music and general calming techniques</p> | <p>Use of music and general calming techniques</p> <p>Access to sensory and well-being room</p> |

| | Cognition and Learning | Communication and Interaction | Social, emotional and mental health difficulties | Sensory and/or Physical needs |
|--|---|--|--|-------------------------------|
| | <p>Where possible, learning linked to first hand experiences and personal interests.</p> <p>Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge.</p> <p>Use of 'talking tins'</p> <p>Range of ICT</p> <p>Accelerated reader (KS2)</p> <p>Dyslexia friendly background colour on white boards and other dyslexia friendly techniques such as writing lines in different colours or numbering the lines for easy reference etc</p> <p>Ongoing assessment (moderated) Regular progress review meetings</p> | <p>Regular progress review meetings</p> <p>Use of language simplified with short and concise instructions.</p> <p>Work chunked into manageable steps.</p> <p>Use of visuals (pictures/symbols etc) to support language development</p> <p>Use of Communication in Print resource to augment visual cues.</p> <p>Use of 'talking tins'</p> <p>Speaking through puppets</p> <p>Carpet time</p> | | |

| | Cognition and Learning | Communication and Interaction | Social, emotional and mental health difficulties | Sensory and/or Physical needs |
|------------------------------------|---|---|---|---|
| <p>Additional Provision</p> | <p>Specific 'catch up/intervention' programmes to establish core reading, writing and mathematical skills for groups of pupils working below age related expectations e.g. Sound Linkage intervention, Lexia, SNIP, Toe by Toe.</p> <p>Strategies provided by EP for individual children.</p> <p>Reading Dog (when available)</p> <p>Accelewrite/read</p> <p>Use of precision learning techniques, pre and post tutoring to introduce and embed key knowledge and skills.</p> | <p>1:1 or small group work with Speech & Language Teaching Assistant to work on speech and language targets.</p> <p>Social Communication intervention group with Speech and Language Teaching assistant.</p> <p>Colourful Semantics</p> <p>Strategies to support children with selected mutism</p> <p>Makaton</p> | <p>Strategies provided by Educational Psychologist for individual children.</p> <p>Advice/support from Early Help Team</p> <p>Counselling</p> <p>Drawing and Talking intervention</p> <p>Lego therapy</p> <p>Individual mentoring when appropriate</p> <p>Nurture group</p> <p>Creative music</p> | <p>Implementation of access plans (provided by hearing impairment service and/or visual impairment service) for specific children.</p> <p>Access to sensory resources – gym balls, weighted blankets, spin boards etc</p> <p>Sensory bags/boxes to support individual children within classrooms</p> <p>Movement breaks/heavy lifting</p> <p>Fidget toys</p> <p>Writing wedges</p> <p>Pencil grips</p> <p>Ultra-guard pens</p> <p>Foot-stalls</p> <p>Sensory cushions</p> <p>Activities provided by occupational therapists or physiotherapists</p> |

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|---|-------------------------------|---|--|---|
| Targeted Specialist Provision organised by outside agency: KS2 | | Speech Therapy intervention by Speech Therapist at their clinic. Courses run by Speech and Language Service to support children with selected mutism and stammer | Support planned and delivered by outside organisations e.g. CAMHS, NSPCC counselling, male mentors etc | Physiotherapy/occupational therapy sessions at clinics (arranged between clinic and parent) Hearing/vision tests at clinics (arranged between clinic and parent) |