



## Farnborough Road Infant School Provision Map

Area of Need	Quality First Teaching <i>(Universal for all pupils)</i>	Enhanced Quality First Teaching <i>(In addition to QFT)</i>	Targeted Interventions <i>(In addition to QFT)</i>	Special Needs Support <i>(In addition to QFT and following interventions)</i>
<p><b>Cognition and Learning</b></p> <p>Pupils may learn at a different pace from their peers.</p> <p>They may need support with the skills necessary for effective understanding and learning:</p> <ul style="list-style-type: none"> <li>• language,</li> <li>• memory</li> <li>• reasoning</li> <li>• sequencing</li> <li>• organisation</li> <li>• processing</li> <li>• problem solving</li> <li>• motor skills</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>• speech, language &amp; communication</li> <li>• dyslexia</li> <li>• dyscalculia</li> <li>• dyspraxia.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes</li> <li>• Positive marking: next steps shared with children</li> <li>• Assessment used to track and monitor pupil progress for pupils with additional learning needs</li> <li>• Termly Pupil Progress Meeting</li> <li>• Learning Objectives and success criteria clearly communicated</li> <li>• In class targeted teacher/TA support (small group or individual)</li> <li>• Opportunities to work in mixed ability groups, pairs and buddy work</li> <li>• Use of 'traffic lighting' for pupils to self-assess in Year 2</li> <li>• Use of ICT- IWB, learnpads, PCs</li> <li>• Reciprocal Reading</li> <li>• Differentiated homework in a variety of formats</li> <li>• Coloured overlays, pastel coloured paper, appropriate font style and size</li> <li>• Access to personalised learning aids such as visual timetables, now and next boards, b/d reminders, word banks, phonic prompts, number lines, memory prompts, etc</li> <li>• Alternative forms of planning and recording eg highlighters, post its, mind maps, bullet points</li> <li>• Triangular pens and pencils and various pencil grips</li> <li>• Adaptations made to learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targeted teacher/TA support</li> <li>• Read, Write Inc phonics reading books</li> <li>• Phonic reading books eg Dandelion Readers</li> <li>• Alphabet letters</li> <li>• Focus groups in class supported by class teacher or TA</li> <li>• Pre teaching vocabulary and concepts</li> <li>• Opportunities for overlearning</li> <li>• Access to ICT</li> <li>• Precision Teaching</li> <li>• Clicker 5 ICT</li> <li>• Starspell 3</li> <li>• Wordshark 4</li> <li>• Numbershark 4</li> <li>• Cogmed</li> <li>• Big Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Additional targeted support focused on closing the gap</li> <li>• Assertive Mentoring phonics support</li> <li>• School Start (Early Language Development)</li> <li>• Listening Programme</li> <li>• Handwriting Skills - Teodorescu Writing Programme</li> <li>• 1-1 Targeted Reading Sessions</li> <li>• Memory Box</li> <li>• Cogmed</li> <li>• Numicon resources (maths)</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support Plan</li> <li>• Termly reviews</li> <li>• Advice and support from Senco and other agencies as appropriate</li> <li>• EP assessment and advice</li> <li>• Inclusion Consultant assessment and advice</li> <li>• Phab assessment</li> <li>• Phonics screening</li> <li>• 1:1 provision</li> <li>• Specialist dyslexia teaching</li> <li>• Next step targets and outcomes agreed</li> <li>• Assertive Mentoring Phonics Provision</li> <li>• Memory Skills</li> <li>• Numeracy interventions</li> </ul>

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<b>Communication and Interaction</b>				
<p>Pupils may need support:</p> <ul style="list-style-type: none"> <li>communicating with others</li> <li>making themselves understood</li> <li>understanding what has been said to them</li> <li>understanding the social rules of communication</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>Autistic Spectrum Disorders (ASD)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated delivery eg simplified language, longer thinking time, small manageable tasks, repetition and overlearning, clear, unambiguous instructions</li> <li>Seating position considered</li> <li>Use of Drama and role play</li> <li>Visual Timetable</li> <li>Visual support for tasks</li> <li>Outcomes modelled and demonstrated</li> <li>Clear classroom organisation and structures</li> <li>Consideration of learning environment, class teacher working to remove distractions</li> <li>Opportunities to work independently without interruption</li> <li>Time provided for pupils to process language</li> <li>Talking partners</li> <li>Circle Time</li> <li>EAL support for pupils new to English</li> <li>Advanced warning of changes in activities</li> <li>Adaptations made to learning materials, use of visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>Advice and support from Senco</li> <li>Advice and support from Speech and Language Therapists</li> <li>Additional targeted teacher support</li> <li>Focus groups in class supported by class teacher or TA</li> <li>Additional TA support in class</li> <li>Pre teaching vocabulary and concepts</li> <li>Opportunities for repetition and overlearning</li> <li>Additional access to ICT</li> <li>Additional visual resources eg symbols and pictures, use of Now/Next boards</li> <li>Individual work area</li> <li>Opportunities to work in areas without distractions</li> </ul>	<ul style="list-style-type: none"> <li>Additional targeted support focused on closing the gap</li> <li>Time to Talk Programme</li> <li>Socially Speaking Programme</li> <li>Mr Goodguess Programme</li> <li>Listening and Responding Programme</li> <li>Story Sequences</li> <li>Use of Social Stories</li> </ul>	<ul style="list-style-type: none"> <li>SEN Support Plan</li> <li>Termly reviews</li> <li>Advice and support from Senco</li> <li>Advice and support from Speech and Language Therapists</li> <li>Socially Speaking and Time To Talk Programmes</li> <li>Individualised Speech and Language programmes devised by Speech and Language Therapists</li> </ul>

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<b>Social, Emotional and Mental Health</b>				
<p>Pupils may appear:</p> <ul style="list-style-type: none"> <li>• withdrawn</li> <li>• isolated</li> <li>• challenging</li> <li>• disruptive</li> </ul> <p>They may have underlying mental health needs such as:</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• depression</li> <li>• eating disorders</li> <li>• unexplained physical symptoms</li> <li>• continence difficulties</li> <li>• attention and concentration difficulties</li> </ul> <p>They may have additional needs associated with:</p> <ul style="list-style-type: none"> <li>• ADD</li> <li>• ADHD</li> <li>• Attachment disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy followed by all staff</li> <li>• Assertive Mentoring Behaviour targets</li> <li>• PSED and SEAL curriculum</li> <li>• Circle Time</li> <li>• Variety of positive methods to motivate learners</li> <li>• Advanced warning of consequences</li> <li>• Positive regular communication with parents</li> <li>• Consistent use of positive language</li> <li>• Consistent use of language and expectations by adults</li> <li>• Movement breaks</li> <li>• Golden Time</li> <li>• Praise Assembly</li> <li>• Star of the Day Awards/Maths Awards/English Awards</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support from Senco</li> <li>• Tactile sensory objects to help focus</li> <li>• Use of weighted lappads to support focus and attention</li> <li>• Time Out from class</li> <li>• Recognition of sensory needs and adjustments to be made</li> <li>• Home/School Diaries to create a supportive dialogue with parents</li> <li>• Bereavement Support</li> <li>• Use of Behaviour Bee to ensure support for a child in need</li> </ul>	<ul style="list-style-type: none"> <li>• Heartmath</li> <li>• Socially Talented Programme</li> <li>• Talkabout Programme</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support Plan</li> <li>• Termly reviews</li> <li>• Advice and support from Senco and outside agencies eg EP, CAMHS, Behaviour Support,</li> <li>• Socially Talented programme</li> <li>• Talkabout Programme</li> </ul>

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<b>Sensory and Physical</b>				
<p>Pupils may have a medical or genetic condition which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• a visual impairment (VI)</li> <li>• a hearing impairment (HI)</li> <li>• a multi-sensory impairment (MSI)</li> <li>• a physical difficulty (PD)</li> <li>• a medical need</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid training for whole staff and sufficient numbers of additionally trained staff</li> <li>• Clear procedures for the administration of medicine and whole school training for emergency medical needs eg epipen</li> <li>• Adaptations to environment and resources to suit individual pupils</li> <li>• Access to equipment to ensure mobility</li> <li>• Seating positions to take into account sensory difficulties</li> <li>• Access to developmentally appropriate materials and resources</li> <li>• Adaptations to presentation of learning</li> <li>• Effective use of resources and technology</li> <li>• Soundfield System available in one Reception Class, two Year 1 Classes, and two Year 2 Classes. Microphone system in place in Studio</li> <li>• Ramps to ensure ease of access to all areas of school</li> <li>• Use of Outdoor Provision/PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and support from Senco and other agencies eg MOPSS and OT, school nurse, GP</li> <li>• School handwriting Programme 1:1 or small group</li> <li>• Left Handed Writing Programme</li> <li>• Access to additional ICT</li> <li>• Use of weighted olap pads</li> <li>• Additional Specialist Training for Staff as required for specific medical needs</li> <li>• Healthcare Plan</li> <li>• Personal Care Plan</li> <li>• Personal Evacuation Plan</li> <li>• 1-1 Support for pupils with complex medical needs when required/recommended</li> <li>• Visual Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Write from the Start</li> <li>• GEMS Programmes (Year 1 and Year 2)</li> <li>• Finger Fun Groups (Reception)</li> <li>• Handwriting Groups Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support Plan</li> <li>• Termly reviews</li> <li>• Advice and support from Senco and other agencies and professionals eg MOPSS, OT, Community Paediatrician, school nurse, Specialist Nurses, GP</li> <li>• Advice and support from relevant Inclusion Consultants</li> <li>• Individual programmes devised by MOPSS or OT</li> </ul>