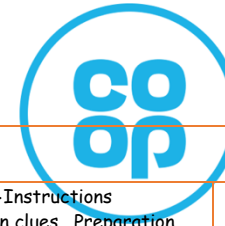




# Provision Map-

Headteacher: **Georgina**

# Year X Spring 2018



Old Park Road, Bradford, BD10 9BG

Suggested Quality First Teaching to meet Needs

<p><b>Cognition and learning</b> -Parents involved regularly and support targets at home. Full inclusion within the National Strategies through <b>enhanced</b> use of differentiation and group support. Activities planned through 'tracking back' as described in National Strategy documents. Increased differentiation by presentation and/or outcome. Simplify level/pace/amount of teacher talk. Increased emphasis on identifying and teaching to preferred learning style. Opportunities for skill reinforcement/revision/transfer and generalisation strategies employed to encourage cognitive engagement (eg. Thinking Skills, Brain Gym etc)</p>	<p><b>Speech and language concern</b> -Tasks and presentation personalised to pupil's needs. Individualised level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening.</p>	<p><b>Social, mental &amp; Emotional Health</b> - In class differentiation of the curriculum and supporting materials enabling full access to the curriculum. Strategies developed shared with school staff, parent/carer. Increased differentiation by presentation and/or outcome. Simplify level pace instructions amount of teacher talk. Increased emphasis on identifying and teaching to preferred learning style. Opportunities for skill reinforcement/revision/transfer and generalisation. Preparation for any change and the need for clear routines. Access to additional circle time activities. Enhanced report cards and reward systems involving regular monitoring and support. Behaviour monitoring diaries. Use of behaviour targets within the classroom/playground, prompt cards. Visual systems/timetables. Regular small group work/concentration skills/ social skills/listening skills/conflict resolution. Short - term individual support. Support that use solution focused / re-tracking/motivational approaches</p>	<p><b>Autistic Spectrum Disorder</b> -Instructions supported by visual and written clues. Preparation for any change and the need for clear routines. Reduction of complex language especially when giving instructions. Visual systems or timetables. Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues. Pre-teaching new learning, skills and routines.</p> <p><b>Hearing Impairment</b> - Differentiation by presentation and/or outcome. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Targeted opportunities for speaking, listening and teaching of phonics. Particular attention to seating, lighting and acoustics. Possible modification to the presentation of tasks e.g. use of visual prompts</p>	<p><b>Visual Impairment</b>- Attention to seating position in class. Oral descriptions of visual materials. Some modification of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil. Teaching methods based on experiential and tactile learning with a strong verbal emphasis. Use of ICT. Careful consideration of learning environment.</p> <p><b>Physical Disability</b> - May require additional assistance when moving around the classroom/ school. Handwriting programme. Differentiated writing materials and equipment. Some differentiation to PE curriculum. Dressing and undressing skills programme. Access to appropriate ICT provision. May require exam dispensation.</p>
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See Range Descriptors for additional information and advice on assessing needs

Pupil details				Target/ Review	Additional Provision – what, when and with who?							
Class	Child's name	Primary need/ Secondary Need	Range	Child's targets for this term based around <b>PRIME AREA NEED.</b> Notes/ RAG rate to review.	Literacy	Maths	Speech and language	Social and emotional	Hearing impairment	Visual impairment	Physical/ Health need	Other
4	EXAMPLE CHILD 1	L&C	3	- To read cvc words with sh, ch and th graphemes. - Met - To use full stop at the end of a simple sentence. -Met -To know doubles of numbers to 5+5 - Rapid recall needs consolidation.	1:4 Phonics session 4 x per week with BH.	1:1 basic skills practice 5 minutes per day with BP.		Buddy system in place for lunchtimes.				

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4	EXAMPLE CHILD 2	SEMH	2	- To start work within 3 minutes of a task being set. Met - To play a turn taking game with 2 other children with adult support. Continues to struggle if he is not winning. Target for next half term. - To avoid incidences of hurting others during playtime. No improvement, additional provision needed.	In class support.			Visual timetable and warning of any changes,  Nurture provision 5 x afternoons  Place2be counselling 1xper week.				Stop watch used for starting a task.
4	EXAMPLE CHILD 3	SLCN	3	SEE SALT REPORT	1:1 reading 3x per week with KL		Commissioned SALT in school.  SALT 1 x per week with SM based on set targets.					

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