



The Federation of North and South  
Cowton Community Primary School and  
Melsonby Methodist Primary School



## FEDERATION PROVISION MAP

### COGNITION AND LEARNING

#### Universal Approach

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Access to ICT to help reduce barriers to learning (clicker, word talk, read and write).
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do, ‘Assessment for Learning’ principles in place
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks.
- Visual timetables
- TA in class support
- Structured school and class routines

#### SEN support

- 1:1 and /or small groups SPLD support devised by specialist teacher (YES at Richmond School) and delivered by school TA.
- Phonics (small group and 1:1)
- Writing intervention

- Numicon and concrete maths activities
- Maths Catch Up Groups
- Precision teaching maths and spelling support (1:1 or small group)
- In class support from TA
- Spelling practice groups
- Additional individual reading
- Computer programmes: 1:1 and small group Lexia, spelling frame and mathletics.

## **COMMUNICATION AND INTERACTION**

### **Universal Approach**

- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language
- Increased visual aids / modelling
- Visual timetables
- Structured school and class routines

### **SEN support**

- In class support from TA
- Specialist support from Mill Hill EMS.
- Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- Social Stories
- Barrier games (delivered by TA in school with support from Mill Hill EMS).

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**

### **Universal Approach**

- Whole school positive behaviour policy based on golden time, rainbows and clouds and house points.
- Circle Time
- Certificate reward system

- Assemblies: Celebration assembly once a week (suspended due to coronavirus restrictions).
- Staff awareness training delivered by Compass Buzz.

#### **SEN support**

- Individual reward system
- Home – school record (daily)
- Individual support from Compass Buzz.
- Staff training in Lego therapy

## **SENSORY AND/OR PHYSICAL NEEDS**

#### **Universal Approach**

- Flexible teaching arrangements
- Staff aware of implications of physical impairment
- Pencil grips
- Staff training to support teaching children with hearing loss.

#### **SEN support**

- Fine Motor Skills activities
- Additional handwriting practice
- Individual support in class during PE and lunch time when required.
- Reasonable adjustments to environment to support access.
- Access to therapy balls and wobble cushions.