



Broadwindsor CE VC Primary School

Provision Map 2024 - 25

Be Safe

Be respectful

Be responsible

Name _____

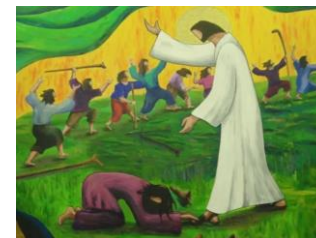
Year group _____

Autumn

Spring

Summer

Taking the extra step in
learning, kindness and
ambition for ourselves,
others and our World.



Luke 17: 18-19 The Tenth Man

Cognition and Learning

Assessment:

Universal

- PIRA
- PUMA
- Phonics Assessment (RWI)
- Star Reader (Accelerated Reader)

Targeted

- Dyscalculia Checklist
- Dyslexia Checklist
- CLPE Spelling assessment
- Phonological awareness

Specialist

- YARC
- HAST
- Sandwell
- Specialist Teacher Full Diagnostic (Year 4)

Useful Links:

<https://www.bdadyslexia.org.uk/>

<https://dyscalculianetwork.com/>

<https://www.nhs.uk/conditions/learning-disabilities/>

Need A child may...	Universal Quality First Teaching	Targeted Wave 2	Specialised Wave 3	Outcomes
• have low levels of attainment • have phonological/short term memory difficulties • find it difficult to acquire new skills (particularly literacy and maths) • have difficulties with abstract ideas/information • have fine or gross motor skills difficulties • have frustrations and/or aggressive behaviours • use avoidance strategies • have low confidence and self-esteem • be disengaged	• Scaffolded curriculum delivery • Scaffolded outputs • Clear objectives • Increased visual aids • Visual timetables • Use of writing frames • ICT/tablet devices to support • Effective feedback • Variety of teaching styles • Small group structured phonics (RWI) • Numeracy support materials e.g. Numicon • Literacy support materials e.g. complex speed sound poster • Maths / phonics games • Movement breaks • Sound mats and word mats fully accessible • Letter join for handwriting • Dyslexia friendly fonts (sans serif) • Kinaesthetic, visual and auditory learning	• Small Group Interventions • Scribe • Colourful semantics • Additional 1:1 reading sessions • RWI intervention • Pre-teaching maths • Additional Movement breaks • Use of technology	• 1:1 RWI tuition • Words First • Alphabet Arc • 1:1 Multisensory overlearning (Spelling) • Bespoke 1:1 learning activity • First Class maths • Referral to other professionals - Specialist teacher - TADSS	• Increased access to mainstream curriculum • Increased retention of key instructions and information • Able to work more independently • Improved listening and attention • Able to record information in a variety of ways • Increase in confidence and self-esteem, and reduced anxiety. • Improved social inclusion

Learning difficulties are generally categorised by professionals into:

Moderate (MLD)

Severe (SLD)

Profound and Multiple (PMLD)

Specific Learning Difficulty (SPLD)

Children with significant learning difficulties or disabilities may have global developmental delay (GDD) and may require specialist support to help them learn new skills.

Some children may have a specific learning difficulty which only affects some areas of learning such as dyslexia or dyspraxia.

Learning difficulties are also often linked with other disabilities or disorders. These can be diagnosed at different stages of a child's life and may be identified if children fail to reach age-appropriate milestones in particular areas of development.

Parent/Career signature _____

Date _____