

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map in Collaboration with Langton Primary School.



‘All learning together ‘

‘Love, Learn & Grow Together’

Whole School Provision Maps

Communication and interaction (C&I)

| Quality First Teaching | Group interventions | Personalised Targeted Support |
|---|---|---|
| <ul style="list-style-type: none"> • Modelling high quality language • Use of visual strategies • Visual timetables • Clear routine timetables in class • Access to widget software • Non-verbal symbols and gestures • Use of ICT as access learning • Clicker • Peer support and talk partner work • Task board • Display labelling: image and written • Magnetic letters • Dictionaries • Word banks and vocabulary mats • Communication in Print • Talk Cards and Dictaphones • iPad's: voice recorders • Makaton training • Calm and neutral classrooms • Quiet areas or reading corners | <ul style="list-style-type: none"> • Roles to support group work • Peer work • PSHE • Singing groups • Ginger bear • Time to Talk • Talk Boost • Socially speaking • Socially speaking board game • Narrative group • Lego Therapy • Circle of friends • Talk about friendships • Inference | <ul style="list-style-type: none"> • Regular and close contact with parents • Visual strategies based on TEACCH • Individual visual timetables • Visual task boards • First / Then / Next approach • Social Stories • Support from outside agencies • Support from specialists e.g. SALT • Interventions recommended by SALT • Social scripts |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Seating arrangements at the tables and carpet places- children are at the front or facing forwards. • Little Wandle Phonics mats • Knowledge organisers • Use of whole class formative assessment strategies- whiteboards, thumbs up/down, | | |
|---|--|--|

| Cognition and Learning | | |
|---|--|--|
| Quality First Teaching | Group interventions | Personalised Targeted Support |
| <ul style="list-style-type: none"> • Home-school book • Differentiated curriculum planning • Increased visual aids • Modelling and scaffolding learning • Whole class visual timetables • Checklists to support independence • Illustrated dictionaries • ACE Dictionaries • Use of writing frames • STEM Sentences • Alternative Methods of recording • Working wall displays • Talk partner work • IWB / paper – cream • Clicker • Practical resources • Simplify instructions • Clarify understanding of task • Group Mind mapping techniques • Pre-teaching knowledge and vocabulary • Ongoing target discussions • Alternatives to written recording • Children’s interests to motivate learning • Makaton • Concrete resources | <ul style="list-style-type: none"> • In class support • Talking partners <p>English:</p> <ul style="list-style-type: none"> • Talk Boost KS1 • Inference Intervention • Colourful Semantics • Comprehension Groups • Time to Talk • Activate Literacy Kit • Additional Guided reading • Phonics interventions • Collaborative Paired Writing • Precision teaching • Lego Therapy • Thrass <p>Maths</p> <ul style="list-style-type: none"> • Numberbox • Numicon Intervention • Breaking barriers • Talking Maths • Numbers count • Success@numbers • Precision teaching | <ul style="list-style-type: none"> • In class support • Targeted interventions • Gap Targets • Individual workstations <p>English</p> <ul style="list-style-type: none"> • Paired reading approach • Choral reading • Coloured overlays • Outside agencies • Modified Spellings • Additional homework • Individual phonics catchup • Additional individual reading • Reading Intervention • Gap target intervention <p>Maths</p> <ul style="list-style-type: none"> • Supporting Children with gaps in Mathematical Understanding • Numicon intervention • Precision teaching |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Numicon • Key rings to support learning • Individual timetables and task boards • Calm and neutral environment • Quiet areas or reading corners • Seating | | |
|--|--|--|

| Social, emotional and mental health (SEMH) | | |
|--|--|---|
| Quality First Teaching | Interventions & Booster Groups | Personalised Targeted Support |
| <ul style="list-style-type: none"> • Whole school behaviour policy based on a positive behaviour management system • Whole school rules • Individual class rules • Class reward systems • Head Teacher stickers • Well-being check in • Worry monsters • Colour monster- feelings • Seating plans and classroom layout • Adaptation of classroom Seating plan • Behaviour records: analysis of context and triggers • Certificates / Celebration Assembly • Children’s interests to motivate learning • Responsibility of school council groups • Home / school contact through planners • Task board • Visual timetables • Timers • Use of rewards to work towards | <ul style="list-style-type: none"> • Small group Circle Times • Social Skills intervention and nurturing In class support • Circle of friends • Lego intervention • Dealing with feelings • Small, structured team games | <ul style="list-style-type: none"> • Individual reward system • Positive praise and individual targets • Home – school communication • Outside agencies including CAMHS, social care, Early help • Sand therapy • Drama Therapy • Lego Therapy • Social Stories • Thrive assessment • Therapeutic activities • Mental health level 3 training • Staff training: SEMH, de-escalation, react training • 5-point scale (physical cards to support) • Soft landings • ELSA Activities • STAR Analysis to identify triggers • Comic strip conversations • Restorative discussions • Communication passports • Support from teaching assistants |

Sensory and/or Physical Needs

| Quality First Teaching | Interventions & Booster Groups | Personalised Targeted Support |
|---|---|---|
| <ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Use of multi-sensory approaches • Children can wear chewllery • Specialist chairs and cushion • Fidget toys • Spinning dish and ball • Loop scissors • Designated quiet area e.g. tent • Ear defenders • Sunglasses • Lycra • Calm learning environments • Neutral school environment • Disabled toilet and changing bed (Foston) • Yellow lines- handwriting • Funky fingers • Swiggle whilst you wiggle • Dough disco • Morning regulation check in for feelings- numbers in planners or colour monster approach | <ul style="list-style-type: none"> • Keyboard skills • Handwriting or fine motor programs • Sensory stimulating activities • Consideration of classroom layout to ensure access to equipment • Ability to see whiteboard | <ul style="list-style-type: none"> • Individual support in class during PE and lunch time • Adapted equipment and equipment • Specialised equipment including standing and walking frames • Advice from outside agencies including sensory and physical support teachers • Physiotherapy programs interventions • Occupational therapy interventions • Alternative Methods of communication • Sensory profile- regular sensory inputs • Accessibility plan |