

# Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map



## '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"> <li>• Modelling high quality language</li> <li>• Use of visual strategies</li> <li>• Visual timetables</li> <li>• Clear routine timetables in class</li> <li>• Access to widgeo software</li> <li>• Non-verbal symbols and gestures</li> <li>• Use of ICT as access learning</li> <li>• Clicker</li> <li>• Peer support and talk partner work</li> <li>• Task board</li> <li>• Display labelling: image and written</li> <li>• Magnetic letters</li> <li>• Dictionaries</li> <li>• Word banks and vocabulary mats</li> <li>• Communication in Print</li> <li>• Talk Cards and Dictaphones</li> <li>• iPad's: voice recorders</li> <li>• Makaton training</li> <li>• Calm and neutral classrooms</li> <li>• Quiet areas or reading corners</li> <li>• Seating arrangements at the tables and carpet places- children are at the front or facing forwards.</li> <li>• Little Wandle Phonics matts</li> <li>• Knowledge organisers</li> <li>• Use of whole class formative assessment strategies- whiteboards, thumbs up/down,</li> </ul>	<ul style="list-style-type: none"> <li>• Roles to support group work</li> <li>• Peer work</li> <li>• PSHE</li> <li>• Singing groups</li> <li>• Ginger bear</li> <li>• Time to Talk</li> <li>• Talk Boost</li> <li>• Socially speaking</li> <li>• Socially speaking board game</li> <li>• Narrative group</li> <li>• Lego Therapy</li> <li>• Circle of friends</li> <li>• Talk about friendships</li> <li>• Inference</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and close contact with parents</li> <li>• Visual strategies based on TEACCH</li> <li>• Individual visual timetables</li> <li>• Visual task boards</li> <li>• First / Then / Next approach</li> <li>• Social Stories</li> <li>• Support from outside agencies</li> <li>• Support from specialists e.g. SALT</li> <li>• Interventions recommended by SALT</li> <li>• Social scripts</li> </ul>

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

## Social, emotional and mental health (SEMH)

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

## Sensory and/or Physical Needs

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