

# Kingsbury Primary School Whole School Provision Map

Kingsbury Primary School



Reach for the stars

## Provision Map: Sensory and Physical Needs

*Visual impairments, hearing impairments, physical disabilities and sensory disorders*

| All pupils will have...   | Some pupils will have..   | A few children will have...  |
|---|---|--|
| <ul style="list-style-type: none"> <li>● High Quality Teaching</li> <li>● Regular handwriting practice</li> <li>● Regular fine motor activities (Rec and KSI)</li> <li>● Pencils and scissors tailored to their needs</li> <li>● Brain breaks</li> <li>● Opportunities for outdoor learning</li> <li>● Broad PE Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>● Fine motor skills intervention (Occupational Therapy programme)</li> <li>● Additional gross motor skills activities</li> <li>● Support during PE</li> <li>● Wobble cushion</li> <li>● Pencil grip, triangular pencil, pencil with grooves</li> <li>● Additional movement/sensory breaks</li> <li>● Sensory Circuit intervention</li> </ul> | <ul style="list-style-type: none"> <li>● Specialist equipment</li> <li>● Ear defenders</li> <li>● Weighted blanket</li> <li>● Dark tent</li> <li>● Writing slope</li> <li>● Fiddle toys</li> <li>● Sensory resources</li> <li>● Access to quieter areas in class</li> <li>● 1:1 support for PE</li> <li>● Enlarged/adapted texts</li> <li>● Risk assessments if needed</li> <li>● Support from outside agencies</li> <li>● Programme of support planned by outside agency (delivered by school staff)</li> </ul> |

## Provision Map: Social, Emotional and Mental Health

*Anxiety, depression, attachment disorder and ADHD / ADD*

| All pupils will have...   | Some pupils will have..  | A few children will have...  |
|---|--|--|
| <ul style="list-style-type: none"> <li>● High Quality Teaching</li> <li>● Consistent approach by adults</li> <li>● PSHE Curriculum—Coram Scarf</li> <li>● Protective Behaviours program</li> <li>● Staff trained in safeguarding</li> <li>● Zones of Regulation</li> <li>● Reward system – individual and class dojo points</li> <li>● Pre-registration soft start to the day (08:45 - 08:55 arrival)</li> <li>● Brain breaks</li> <li>● Monitoring of incidents (CPOMS)</li> <li>● Worry box in classroom</li> </ul> | <ul style="list-style-type: none"> <li>● Social/Nurture Group</li> <li>● Alternative soft start activities</li> <li>● Playground monitoring</li> <li>● Buddy system</li> <li>● Home/school communication system</li> <li>● Organisational reminders</li> <li>● Allocated seating</li> <li>● Additional movement/sensory breaks</li> <li>● Proud or Positivity books</li> </ul> | <ul style="list-style-type: none"> <li>● Sensory resources</li> <li>● Access to quieter areas in class</li> <li>● Key adult</li> <li>● 1:1 Zones of Regulation work</li> <li>● Social stories/Comic strip conversations</li> <li>● Individual timetable</li> <li>● Risk assessment</li> <li>● Reduced timetable</li> <li>● External support including:: School nursing service, Mental Health Nurse, CAMHs, STS, EP, Social workers</li> </ul> |

**Provision Map: Communication and Interaction**  
*SLCN and ASD (social use of language)*

| All pupils will have...  | Some pupils will have..   | A few children will have...  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● High Quality Teaching</li> <li>● Talk partners / group work</li> <li>● Modelling</li> <li>● Scaffolding</li> <li>● Clear class expectations</li> <li>● Structured routines</li> <li>● Visual Timetables</li> <li>● Teachers communicate appropriately to all pupils (differentiate as necessary)</li> <li>● Marking relevant to pupils</li> </ul> | <ul style="list-style-type: none"> <li>● Social group</li> <li>● Speaking and Listening intervention</li> <li>● Playground support</li> <li>● Buddies (reading etc)</li> <li>● Organisational reminders</li> <li>● Pre teaching - vocabulary/concepts</li> <li>● Visual prompts</li> <li>● Communication cue cards</li> </ul> | <ul style="list-style-type: none"> <li>● PECs</li> <li>● Makaton</li> <li>● Electrical devices – I pads, Chrome books</li> <li>● Now and Next board</li> <li>● Time out card</li> <li>● Choice to work independently or with partner / in a group</li> <li>● Mind mapping</li> <li>● Social stories/Comic strip conversations</li> <li>● Lego Therapy</li> <li>● Support from outside agencies including, SALT, STS advisory teacher</li> <li>● Programme of support planned by outside agency (provided by school staff)</li> </ul> |

**Provision Map: Cognition and Learning**  
*General Learning Difficulties / Specific Learning Difficulties*

| All pupils will have. . .   | Some pupils will have..  | A few children will have. . .  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• High Quality Teaching</li> <li>• Working walls</li> <li>• Word banks</li> <li>• Sound mats</li> <li>• Modelling</li> <li>• Scaffolding</li> </ul> | <ul style="list-style-type: none"> <li>• Phonics intervention</li> <li>• Maths intervention</li> <li>• Reading intervention</li> <li>• Spelling intervention</li> <li>• Visual prompts and resources</li> <li>• Organisational reminders</li> <li>• Non-negotiable reminders</li> <li>• Now/next board</li> <li>• Additional processing time (accounted for in assessments)</li> <li>• Targeted adult support</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Individual interventions</li> <li>• Specific resources</li> <li>• Tinted paper / coloured overlays</li> <li>• Scribe</li> <li>• Regular access to ICT</li> <li>• Touch typing practice</li> <li>• Individualised phonics/spelling mats</li> <li>• Pre-teaching</li> <li>• Individual assessment arrangements</li> <li>• Tutoring</li> <li>• Support from outside agencies including STS, Ed Pysch</li> </ul> |