



# **Shottery St Andrew's CE Primary School**

## **5 Step Approach & Provision Map – Summer Term 2024**

	<b>STEP 1</b> <b>Quality First Teaching</b> <b>(examples not an exhaustive list)</b>	<b>STEP 2</b> <b>Interventions</b>	<b>STEP 3</b> <b>Review</b>	<b>STEP 4</b> <b>Involvement of Outside</b> <b>Agencies</b>	<b>STEP 5</b> <b>Request for</b> <b>Formal</b> <b>Assessment</b>
<b>COMMUNICATION &amp; LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Work planned for all and adapted as needed</li> <li>• A clear structure and routine, including a class visual timetable</li> <li>• Ensure you have the child's attention before giving an instruction – use the child's name to cue them in</li> <li>• Give simple instructions one at a time, using clear specific language</li> <li>• Chunk longer instructions into smaller segments</li> <li>• Always check understanding</li> <li>• Repeat and/or adapt instructions as necessary</li> <li>• Repeat and explain new vocabulary</li> <li>• Create opportunities for high quality communication</li> <li>• Use visual cues and prompts to support and scaffold</li> <li>• Use of task management / now and next boards</li> <li>• Access to class TA</li> <li>• Use of working walls and scaffolds</li> <li>• Reactive and responsive teaching</li> <li>• Reduced / targeted language</li> <li>• Use of classroom environment, such as any quieter areas</li> <li>• Allow additional processing time</li> <li>• Use of fiddle toys where appropriate</li> <li>• Use of learning breaks when needed</li> <li>• Use of IT to support</li> <li>• Access to physical resources to support such as pencil grips, coloured overlays and wheelchairs</li> </ul>	<ul style="list-style-type: none"> <li>• Race to English</li> <li>• Lego Therapy</li> </ul>	Steps 1 and 2 have been carried out and IEPs and targets are reviewed termly	<ul style="list-style-type: none"> <li>• SALT – Hedi Golmohamad</li> <li>• SENDSupported – Leonie Berry</li> <li>• EP – Jenny Stringer</li> <li>• GP</li> <li>• CAMHS / Neuro Team</li> </ul>	Leading to Step 5 there will have been significant involvement and input from outside agencies. There will also be evidence of the graduated approach over a period of time.
<b>COGNITION &amp; LEARNING</b>		<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Sounds Write Phonics Extended Code</li> <li>• Reading for accuracy, fluency and understanding</li> <li>• Phonics games</li> <li>• 4 operations work</li> <li>• Times tables</li> </ul>		<ul style="list-style-type: none"> <li>• SENDSupported – Lizzie Sartain</li> <li>• EP – Jenny Stringer</li> </ul>	
<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>		<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Social stories</li> <li>• Social games</li> <li>• Lego Therapy</li> <li>• School Counselling</li> <li>• Listening ear</li> </ul>		<ul style="list-style-type: none"> <li>• CAMHS / Neuro Team</li> <li>• RISE</li> <li>• GP</li> <li>• SENDSupported - Leonie Berry</li> <li>• School Nursing Team</li> <li>• Counsellor – Nilam</li> <li>• Listening Ear</li> <li>• Equine Therapy</li> </ul>	
<b>SENSORY &amp; PHYSICAL</b>		<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Fine motor skills</li> <li>• OT and physio programmes</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• SENDSupported – Leonie Berry</li> <li>• GP</li> <li>• Specialist Teachers for hearing or visual impairment</li> <li>• OT</li> <li>• Physio</li> <li>• GP</li> </ul>	