

Whole School Provision Map Spring Term 2025-2026

We recognise that some children need a little extra support and at Hunton CEP School we offer a range of interventions. Our current interventions are shown below.

| | Cognition & Learning | Communication & Interaction | Social, Emotional and Mental Health | Sensory & Physical |
|--|---|---|--|--|
| Quality first teaching: 5 Key ingredients in each lesson: 1- Review/ Retrieval 2- Teach 3- Practise 4- Apply 5- Challenge/ Review | <ul style="list-style-type: none"> ❖ Review and retrieval of previous learning. ❖ Adapted tasks. ❖ Resources to support learning such as illustrated dictionaries, writing frames, visualiser. ❖ Visual aids such as number charts, word mats, writing frames, PowerPoints. ❖ Adapted outcome such as alternatives to writing. ❖ Regular and purposeful assessment. ❖ Live marking. ❖ Review of learning intention and/or overarching question. | <ul style="list-style-type: none"> ❖ Pre-teaching and recapping. ❖ Routines and warnings of change. ❖ Resources to support learning such as talk buttons, working walls, knowledge organisers. ❖ Structure of school and class routines. ❖ Adapted delivery such as language, small manageable chunks, extra thinking time, repeated or clarified as needed. ❖ Modelling- I do, we do, you do. ❖ High quality use of questioning. ❖ Explicit instruction – clear explanations, modelling, frequent check ins for understanding. ❖ Alternatives to writing such as use of a laptop and clicker/immersive reader, dictator, scribe, role play. ❖ Visual aids such as now and next, task management board, visual timetables, checklists, social stories. ❖ Labelled environment- real photos or symbols- widgit. ❖ Colourful semantics. ❖ Adapted outcome- adults check for understanding. | <ul style="list-style-type: none"> ❖ Positive whole school and class reward system. ❖ Whole school policy for behaviour. ❖ School responsibilities to boost self-esteem and self-confidence. ❖ School council. ❖ Mental health ambassadors. ❖ Range of after school clubs. ❖ Regulation station boxes in each classroom. ❖ Incredible 5-point scale. ❖ Outside and inside calm spaces. ❖ Every child has a chosen 'trusted adult'. | <ul style="list-style-type: none"> ❖ Classroom positioning and seating arrangements are considered and flexible. ❖ Movement breaks. ❖ Adapted resources such as pencil grips, variety of scissors, RNIB book share. ❖ Multi-sensory equipment such as fidget tools, elastobands, wobble cushions, ear defenders. ❖ Alternatives to writing such as use of laptop and clicker/immersive reader, dictator, scribe, role play. ❖ Whole school handwriting programme. ❖ Teacher awareness of sensory and physical impairment. |
| | Devas | Bannerman | Porteous | Borton |
| Speech Link | ✓ | ✓ | ✓ | |
| SALT Programme | ✓ | ✓ | | |
| Language Link | ✓ | ✓ | ✓ | ✓ |
| Lego Play | | | | ✓ |
| Talkabout | | ✓ | | ✓ |
| Phonics | ✓ | ✓ | ✓ | ✓ |
| Precision Teaching | | | ✓ | ✓ |
| Writing support | ✓ | ✓ | ✓ | |
| Spellings | | | ✓ | |
| Reading | ✓ | | ✓ | ✓ |
| Maths support- Plus 1, Power of 2, Dyscalculia Solutions | ✓ | ✓ | ✓ | ✓ |
| Memory Magic | | | | ✓ |
| Counselling | | | ✓ | ✓ |
| Drawing and Talking | | ✓ | | |
| Adult check ins | ✓ | | | ✓ |
| Personalised Meet and greet | | | | ✓ |
| Handwriting- write from the start, speed up | ✓ | | ✓ | ✓ |
| Fine motor skills | ✓ | ✓ | | |
| Movement Breaks | | | ✓ | ✓ |
| Touch Typing | | | ✓ | ✓ |
| BEAM | | ✓ | | ✓ |
| Sensory Circuits | | | | ✓ |

