Chinley Primary School Provision Map

2026-27

Name of Child:

Universal

Cognition and Learning	Communication and Interaction
Pre-teach vocabulary with widget symbols Stem sentences and sentence starters with visuals where required, across all subjects Freyar models stuck into books and referred to Gradual release model- (I do, We do, You do) Individual copy of a worked example iPad voice notes/Talking tins to support rehearsal and recording of sentences. Where required adult to act as scribe. Use of word processor, speech to text software (Windows key + H), Immersive reader Word banks/mats with visuals Pre-teach new topics within a subject Post-teach if a concept need revisiting Use an ipad to pre-record questions or instructions for struggling readers or visual instructions Use of a peer/adult to scribe Photographic evidence of practical work, rather than written work Substitute written work with projects, posters or presentations Individual copy of modelled/scaffolded writing Flexible grouping	Simplified instructions with visuals Visual task board Reduced language matched to number of key word instructions of child Sentence starters to reduce speech load Application of the 10 second rule Rehearsal time before speaking (whisper practice, peer partners) Communication boards Communication visuals as a prompt to signal agree/disagree/I have a question- using non-verbal methods Vocabulary priming- pre-teach and share topic vocabulary with parents with visuals Classroom layout Effective use of Blank Level questions Narrative approach
SEMH	**Physical and/or sensory**
Class social stories 5 point scale/zones of regulation Visual timetable Now and next boards Clear expectations/non-negotiables with visuals to support Controlled choices (eg. It's maths time, are you completing x or y first) Pre-teaching of cooperation and interaction prior to practical work and revisit throughout the lesson Assign roles in group work Reward boards	Pencil grips Wobble cushions Weighted blankets Fidget toys Therabands on chair legs Sloping boards Movement breaks Options of recording work eg. Photos, teacher recording ideas, iPads, laptops, talking tins Coloured paper Overlays Ear defenders

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Name of Child:

Targeted	Cognition and Learning	Communication and Interaction
	Sound Discovery- 3x 25 minutes Beat Dyslexia 4 x 25 minutes Jolly Phonics 5 x 20 minutes Precision Teaching- 5 days White Rose pre-teach- daily- 10 minutes per day Fluency Bee Daily readers Bespoke maths support Bespoke literacy support Early Morning Maths Early Morning Literacy	EYFS- Vocabulary and word retrieval- led by Philippa one day, followed up by TA for 4 days EYFS- Phonological Awareness- led by Philippa one day, followed up by TA for 4 days KS1 Narrative therapy- led by Philippa one day, followed up by TA 3 days KS1 Blank Level questions- led by Philippa one day, followed up by TA 3 days KS2 Auditory memory and sequencing- led by Philippa one day, followed up by TA 4 days KS2 Social Interaction and communication- led by Philippa one day, followed up by TA 4 days Social stories Memory Magic- 30 minutes per week
	SEMH	Physical and/or sensory
	Positive Play once per week (1:1 intervention) Compass group Lego therapy 1 x 25 minutes Forest School 1 x 1 hour Art Well Being 1 x 1.5 hours Sensory circuits daily x 15 minutes Social stories Meet and greet	Sensory circuits 15 minutes daily Every Child a Mover/Smart Moves 20 minutes daily