

# Foston and Terrington School – Whole School Provision

## Map

Communication and Interaction including Autism and Speech and Language

Early Targeted Intervention

### Universal Entitlement

Use of visual strategies to aid teaching and learning  
Visual timetables  
Non verbal symbols to aid comprehension  
Use of ICT as access strategy e.g. Clicker 5 (Foston)  
SEAL/SEAD (Early Years)  
'Spell' approach:  
Structure - positive empathy learning links  
Children's interests to motivate learning  
Peer support / talk partners  
Task board  
Displays labeling: visual and written  
Self registration  
Clicker

### Wave One:

Magnetic letters  
Dictionaries: different levels  
Word banks  
Communication in Print  
Whiteboards  
Talk Cards  
iPad's: voice recorders  
Word maps  
Kagon Seating

Wave Two:

Circle of friends  
In class support with a focus on supporting speech and language  
Small group/short term specific interventions, e.g. 'Time to Talk',  
Peer support activities, e.g. working with peer groups to enhance their own understanding in order to reduce bullying, etc.  
SEAL/SEAD (Early Years)  
Talk boost

Wave Three:

Personalised Individualised Provision

Regular and close contact with parents / carers  
Visual strategies based on TEACCH (Treatment & Education of Autistic and Related Communication Handicapped Children), providing structure, reducing stress and improving understanding  
High level of 1:1 support (including at unstructured times)  
Social Stories – assists individuals to develop greater social understanding  
Support from Autism Spectrum Conditions Outreach Support Service (ASCOS) and SLD  
Outreach Support Service – NYCC  
Specialist support focused on communication (e.g. SALT, signing)  
ASCOS support / family support  
Lego Therapy  
Inclusion passport  
Kirby Moorside EMS

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## Map

Cognition and Learning Needs including dyslexia

Early Targeted Intervention

Personalised Individualised Provision

### Universal Entitlement

Quality First Teaching  
 Differentiated curriculum planning, activities, delivery and outcome  
 Increased visual aids / modeling etc.  
 Visual timetables  
 Illustrated dictionaries  
 Use of writing frames  
 Alternative Methods of recording  
 Co-operative Learning  
 Changing adults / groups after assessments  
 Working/Learning walls  
 Talk partners  
 IWB / paper – cream  
 Word Shark  
 Practical resources

ELS/ALS/FLS programs  
 In class support from TA  
 Springboard  
 Booster sessions  
 Talking partners  
 Talk Boost KS1 (Terrington)  
 Home-school book  
 Targeted interventions

Supporting Children with gaps in Mathematical Understanding- Reading Intervention Collaborative Paired Writing  
 Additional phonics training

Additional individual reading  
 Paired reading  
 Dyslexia assessment (Jen)  
 “Being secure at level”  
 “Overcoming Barriers”  
 Lego Therapy  
 SPLA Lady Lumley’s

### Wave One:

Simplify instructions/task  
 Clarify instructions/task  
 Additional Guided reading Group  
 Mind mapping techniques  
 Pre-teaching skills  
 Ongoing target discussions  
 Modified Spellings  
 Alternatives to written recording  
 Letters and Sounds assessments  
 Children’s interests to motivate learning  
 Makaton  
 Clicker  
 Numicon  
 Mind maps  
 Visual / written displays  
 visual timetables: first and then / key ring requests

Additional homework  
 Inference Intervention  
 Letters and Sounds  
 Talking Maths  
 Number Shark  
 Y6 boosters  
 Comprehension Groups  
 Time to Talk  
 Activate Literacy Kit

### Wave Two:

### Wave Three:

Acceleread-Acclewrite  
 Coloured overlays  
 Inclusion passport  
 SENCo 1:1 with targets  
 Educational Psychology  
 Referral  
 EMS SPLD  
 Individual Differentiated

# Foston and Terrington School – Whole School Provision

## Map

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Gifted and  
Talented

### Universal Entitlement

### Wave One:

Differentiated curriculum and questioning  
Questioning which promotes research and investigation  
Open ended talk/tasks and problems  
Leadership opportunities for children  
Peer and self assessment  
Challenges promoting independent learning  
External agencies/Talent days/ curriculum enrichment- opportunities for children to develop their skills particularly in sports and arts  
Children's interests to motivate learning  
Celebrating achievements and range of talents  
Groupings  
Leading / explaining / sharing knowledge with the class  
Display

### Wave Two:

Flexible groupings across school and year groups  
Extra curricular clubs  
Inter-school challenges  
Maths Master Class  
English Master Class

### Wave Three:

National challenges and competitions  
Opportunities for individuals to take a modeling/ teaching role

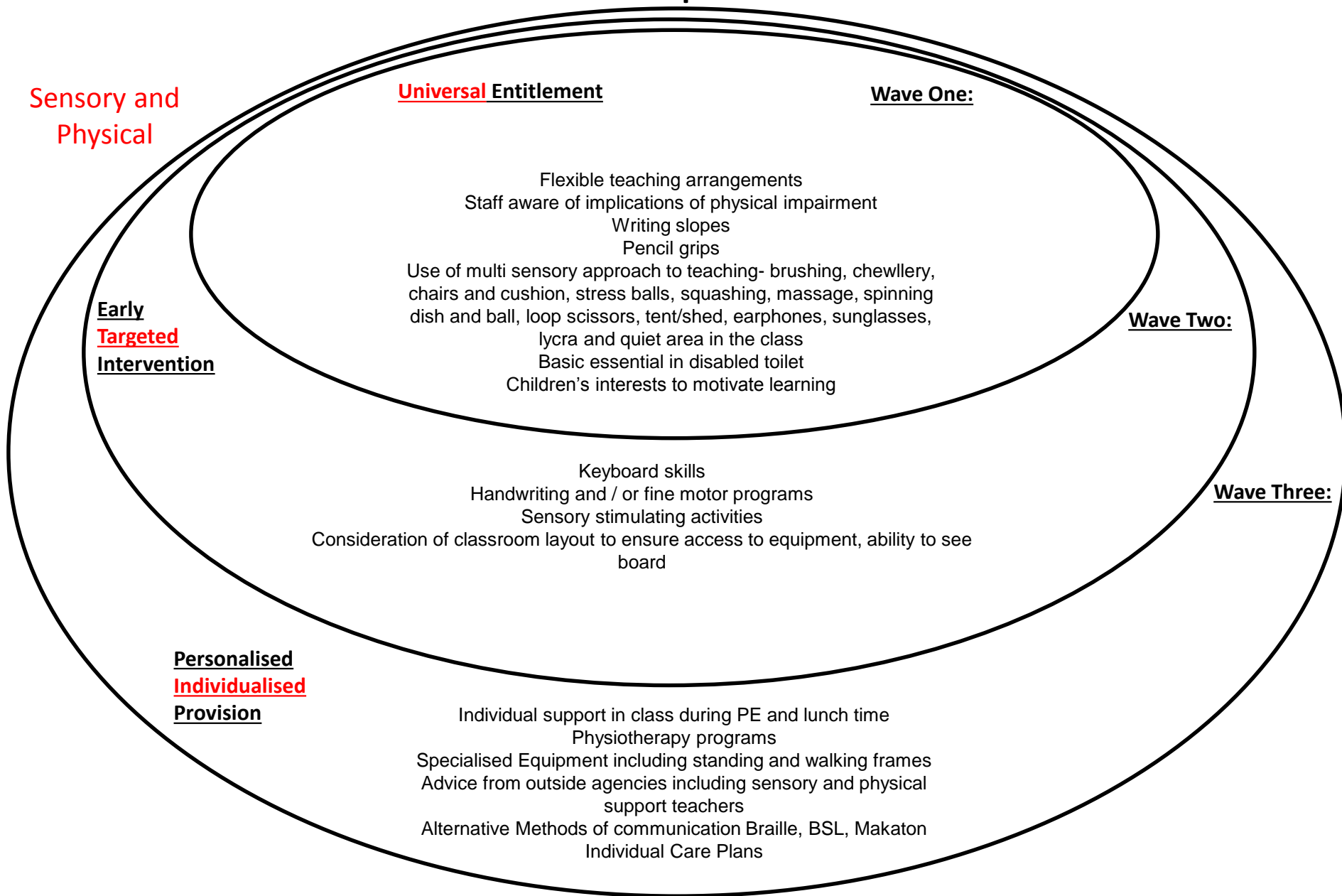
### Early Targeted Intervention

### Personalised Individualised Provision

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## Map

**BESD**

### Universal Entitlement

Whole school behaviour policy based on a positive behaviour management system  
Whole school / class rules created PSHCE  
Class reward systems and incentives  
Consistent rewards/sanctions in place  
Circle Time  
SEAL  
Stickers/ Head Teacher stickers  
Adaptation of classroom  
Seating plan  
Behaviour records: analysis of context and triggers

### Wave One:

Certificates / Celebration Assembly  
Headteacher's letters  
Rights and Responsibilities  
Children's interests to motivate learning  
Responsibility / Role  
Home / school contact through planners  
Task board  
Visual timetables

### Early Targeted Intervention

### Wave Two:

Small group Circle Time  
Social Skills intervention and nurturing  
In class support - TA  
Restorative practice  
Time Out

### Wave Three:

### Personalised Individualised Provision

Individual reward system  
Home – school record  
Support from outside agencies including CAMH's, social care, Malton EMS  
Family Support - PSA  
Full time TA support  
Creative Therapeutic play  
Drama Therapy  
Lego Therapy  
Social Story