



Overview of Provision from November 2021

Blue = Resources

Black = Strategies

Red = Staff expertise

Green = additional resourcing after 'dyslexia friendly classroom' training

Area of Need	Universal provision; quality first teaching for all.	Additional & different SEND support; often personalised provision.
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Concrete resources readily available • 'Letters & Sounds' • Read, Write, Inc. • Additional ICT • Range of pale coloured paper ; cream rather than white where possible. • Some reading books with cream or pale blue background • Change background colour on Smart board. • Range of dictionaries / ACE • Spelling dictionaries • Handwriting line guides • Pencil grips • Special pens • Writing / recording frames • Reading rulers • Alphabet arc in all classrooms • Visual timetables • Table or topic word map • Pictorial word banks for specific maths topics. • Times table squares • Place value charts • IDP Dyslexia • Letter join • RMEasimaths • Space Mission • Reading Eggs • Audio postcards and 'talking tins' • Simplified worksheets with clear fonts • Drawers with simple label and picture/symbol, for all 3 schools • Ear defenders for those easily distracted 	<ul style="list-style-type: none"> • 'At a Glance' guidance on SEND • 'Letters and Sounds' • Read, Write, Inc • Reading Intervention • 1st Class@Number • Success@Arithmetic • Numicon apparatus (inc numicon kit for KS2) • Write from the Start (Theodorescu) - book 1 & 2 • Sheffield STAT assessment • ICT Accelerate / Accelewrite (AG) • Additional access to ICT • IDL (Indirect Dyslexia Learning) • Reading Eggs • YARC (York Assessment of Reading Comprehension) – JF • Lexia and Lexicon • Communication in Print • Styles • Visual Stress screening (AB) and overlays provided • General advice regarding classroom practice for children with visual stress • Use of Easy Spelling aid app on ipads • Ronit Bird Dyscalculia Toolkit • Multiplication Rules – method of maths teaching for children with SpLD

Bainbridge

headteacher@bainbridge.n-yorks.sch.uk

admin@bainbridge.n-yorks.sch.uk

01969 650336

Askrigg

headteacher@askrigg.n-yorks.sch.uk

admin@askrigg.n-yorks.sch.uk

01969 650331

West Burton

headteacher@westburton.n-yorks.sch.uk

admin@westburton.n-yorks.sch.uk

01969 663230



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| | <ul style="list-style-type: none">• Privacy boards or work station to aid visual focus• Printed homework sheet, rather than the expectation to copy from the board• Use 'Phone a friend' when stuck with a question or use BBB – Brain, Buddy or Boss.• Use spelling strategies: Look, say, cover, write, check; mnemonics; syllabification; word shapes; words in words.• Multi-sensory to support visual, auditory or kinaesthetic learners.• Alternatives to written recording when writing is not the primary objective.• Additional visual prompts on the learning wall• Positioning in class, seating• Increased use of visual aids / modelling• Over learning – e.g. repeating phonics in the afternoon• Using say, hear, see and do, in phonics sessions• Encourage independence, through organisation – resources available, timetable and peer support• Clarity of instructions, chunking information, simplify key vocabulary• Emphasise inclusion – resources are available to all• Talking partner and paired reading• Encourage risk taking – Growth mindset and hard work• Routines to enable intervention programmes to be delivered• Differentiation of tasks but with high expectations for all• Regular 'checking in' with individual children. "How is it going?" reviewing progress | <ul style="list-style-type: none">• Speed Up – handwriting programme• Pips – phonics program• Referral to Advice and support from Educational Psychologist.• Referral to SEND Hub – Cognition and Learning• Success@Arithmetic (JF, AG)• 1st Class@Number (PI)• Reading Intervention (JF, ADF)• Read, Write, Inc. (PI, LB, AG)• Visual stress screening (AB)• Speed up (RA) |
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admin@askrigg.n-yorks.sch.uk

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West Burton

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admin@westburton.n-yorks.sch.uk

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<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Visual timetable • Talking Partners • Use of symbols – smiley faces, traffic lights • IDP Speech language and communication needs • ECAT (Every Child a Talker) • Talking partner, talk for learning • Buddy systems • Signals and prompts – thumbs up, thumbs down, thumbs in the middle • Signing (Makaton) • ‘Chunk’ information (time to process) • Simplify language (Communication) • Short instructions (Auditory memory) 	<ul style="list-style-type: none"> • Makaton • Black Sheep Press – Speech and Language programme: Talking through narrative. • Active Listening • BBC Dance mat typing program • 2 Type program • Lexia and Lexicon • Communication in Print • Referral to END Hub for C and I • SALT • Read, Write, Inc. (PI, LB) • Black Sheep Press – C and I intervention programmes (RS) • Makaton (EH) • Communication in Print (EH) • Dyslexia friendly classroom • Communication-friendly classroom (EH)

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<p>Social, Mental & Emotional Health</p>	<ul style="list-style-type: none"> • IDP Behaviour, Emotional & Social Difficulties + IDP for EYFS • SEAL • Visual timetable • Lunchtime club • Haven – quiet room with many resources to support good mental health • RESPECT code • Restorative behaviour practice • Individual home-school book • Circle Time 	<ul style="list-style-type: none"> • Individual counselling • Playtime buddies • Individual rewards system • Referral to SEND Hub for SEMH • Referral to CAMHS through GP • Referral to Compass Buzz for support • Zones of Regulation – whole class or small group intervention

Bainbridge

headteacher@bainbridge.n-yorks.sch.uk
 admin@bainbridge.n-yorks.sch.uk
 01969 650336

Askrigg

headteacher@askrigg.n-yorks.sch.uk
 admin@askrigg.n-yorks.sch.uk
 01969 650331

West Burton

headteacher@westburton.n-yorks.sch.uk
 admin@westburton.n-yorks.sch.uk
 01969 663230



**The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools**

*Rooted in the message of The Good Samaritan, we provide an aspirational education for all.
We flourish academically, spiritually, and socially, enriching our communities.*

Executive Headteacher: Miss Charlotte L. Harper

	<ul style="list-style-type: none"> • Positive praise • Pastoral mentoring • Individual place to sit • Compass Buzz Level 1 Training for all staff • Compass Buzz level 2 and 3 training for JF and RS 	
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Sensory & or Physical	<ul style="list-style-type: none"> • Staff aware of implications • Flexible teaching arrangements • Large print provision • Use of headphones • Medical support / advice implemented 	<ul style="list-style-type: none"> • NY 'Managing Medication & Complex Health Care Needs of Children & Young people' – DVD & folder • Specialist support, OT, Physio, VI, HI, etc. • Individual support as needed e.g. lunchtime, PE, in class. • Referral to the Physical & Sensory Teaching Service at White Rose House Northallerton • Dough Disco – intervention to strengthen hand muscles for handwriting and fine motor control https://www.youtube.com/watch?v=i-lfzeG1aC4

Bainbridge

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