**Provision Glossary**

**Communication and Interaction:**

**SALT programme**  
This session is for children who either have a speech or communication difficulty. Their difficulty can be either in their receptive and/or expressive language. These are 1:1 sessions following targets from a Speech and Language therapy report.

**Speech and Language Link groups**  
Speech Link and Infant and Junior Language Link are computerised assessment packages that give teachers and teaching assistants the ability to screen for the child’s understanding of the spoken language. It offers information and resources to implement appropriate support programmes and strategies which are used with identified children.

**Lego Play**  
A practical activity involving 3 children. The children are given set roles-an engineer, a supplier and a builder and they work together to build a Lego model.

It helps children to develop problem solving skills. It also develops their speaking and listening skills, as they are encouraged to provide directional language, receive and follow instructions. They learn to tolerate being corrected by others and to engage in interaction with their peers.

**Talkabout**

The Talkabout resource supports children, through practical activities and games, to develop their understanding of social situations, body language, conversations and assertiveness.

**Colourful semantics-**

Colourful Semantics is a system for colour coding sentences according to the role of different words. It can help children to break down sentences and understand the individual meaning of each word and its role in the sentence. It can help children to better understand word order.

**Cognition and Learning:**

**Phonics**

**A programme to support children** who require additional help in learning or applying their phonic knowledge. We follow the Little Wandle phonic scheme.

**Precision Teaching**

Precision teaching is a structured teaching method that’s designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve a specific skill.

**English support**

This intervention supports children who require additional help with a particular concept in class.

**Spelling**

**An intervention to support children in learning how to spell particular words and practising to write them in sentences.**

**Reading Booster**

This intervention supports children who require additional help in reading; this may be support in recognising sight words, improving fluency or comprehension work.

**Comprehension**

An intervention to help improve a child’s reading accuracy plus their understanding of different types of texts. A variety of fiction and non-fiction books are used, including play scripts and poetry. Questions are answered verbally and in a written format.

**Maths support**

This intervention supports children who require additional help with a particular concept in class.

**Maths support- Plus 1 and Power of 2** – Two separate books to help pupils with their maths depending on their level.

**Memory skills**

Some children experience difficulties in following instructions and retaining information- this intervention helps develop children’s auditory memory by improving their auditory recall ability in a structured and enjoyable way.

**Sensory and Physical:**

**Handwriting - Write from the Start 1 and 2** –The Teodorescu Perceptuo-Motor Programme  
To help develop fine-motor and perceptual skills for effective handwriting, such as hand-eye co-ordination. This is achieved through various activities such as colouring, tracking and drawing. Through this they will develop the control required for exact placement of the pencil on a specified point, skilled control over movement and the correct pressure required.

**Handwriting- Speed Up!**

A kinaesthetic programme to help develop fluent handwriting.

**Clever Fingers**

Clever Fingers is an activity package created and designed, by Occupational Therapists. It is used to support children with poor fine motor skills and difficulties in: dressing, using a knife and fork and scissors, as well as handwriting. Children work for about 10 minutes, either individually or in a small group, from a “Clever Fingers Box” which has been put together to meet the child’s individual needs. Activities include threading, posting, construction toys and plasticine moulding.

**Movement breaks**

The aim of the movement breaks is to help create the level of alertness which enables a child to focus and concentrate.

**Alternatives to writing**

Some children may struggle to record their work in a written format. We offer alternatives to writing such as a scribe or the use of ICT software e.g. Clicker and dictator.

**Touch Typing skills**  
We use BBC Dancemat, a programme which introduces keyboard skills and touch typing to aid and improve touch typing speed as well as supporting with reading and spelling.

**Balance Education and Movement (BEAM)**

A physical activity programme aimed to support children’s core muscles, posture and coordination skills. This helps the child develop classroom skills, such as the ability to sit still, to concentrate and listen, and hand-eye coordination.

**Sensory Circuits**  
Sensory Circuits is a series of activities designed specifically to wake up all the senses in readiness for the busy day at school. Sensory circuits help to improve: balance, coordination, awareness of body position and sensory integration. It leads to improvements in alertness and co-ordination in class and a “just right” state of mind through a series of alerting, organising and calming activities.

**Social, Emotional and Mental Health:**

**Zones of regulation**

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control.

**Counsellor- Play in therapy**

Our counsellor visits every Tuesday. She helps to support the emotional needs of our pupils. Sessions focus on emotions, social stories, bereavement, therapeutic stories, anger management, friendship solutions and self-esteem.

**Nurture**

During Nurture time, children learn skills that they can use every day, both in and out of the classroom. Nurture time gives children the opportunity to recognise, understand and deal with different feelings, as well as learning simple relaxation and concentration techniques to improve their focus and listening skills. Our aim is for them to become equipped with the tools, by using the strategies taught, to manage and regulate their emotions and wellbeing themselves.

**Adult check ins**

We offer adult check ins so that we can check certain children’s well-being throughout the school day. It also offers children a time to talk to adult, if needed, throughout the day.

**Meet and greets**

We offer identified children a meet and greet as they come in to school in the morning. This helps to aid the transition for those that need extra support at this time.

**Additional Resources:**

**Clicker**   
A computerised programme for reading and writing. It encourages self-correction, promotes reading independence with talking books and provides students with picture support for sentence building.

**Social stories**  
These are personalised stories which are drawn up with the child to suit their particular need and/or anxieties. The child will read this daily and at specific times of need. They are used to: prepare children for change and new events, help them overcome anxieties, help them become aware of what is required in set social situations and reinforce good behaviour.