



Overview of Provision from September 2016

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.
Cognition and Learning	<ul style="list-style-type: none"> • Concrete resources readily available • 'Letters & Sounds' • Read, Write, Inc. (Bainbridge) • 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 • Coloured overlays • 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 • Write from the Start (Theodoreescu) - 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 • Referral to Advice and support from Educational Psychologist. • Referral to EMS for SpLD (Specific Learning Difficulties) at Richmond School • Success@Arithmetic (JF, AG) • 1st Class@Number (PI) • Reading Intervention (JF, ADF) • Read, Write, Inc. (PI, LB, AG)

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- 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

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

Mid-Dale Excellence in Education

Executive Headteacher: Miss Charlotte L. Harper

Area of Need	Universal provision; quality first teaching for all.	Additional & different SEND support; often personalised provision.
<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 • Autism outreach support • ASCOSS (need a diagnosis) • 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 EMS for C & I (Communication & Interaction) at Mill Hill School • All Referrals to SALT (Gibraltar House Northallerton) • 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)

Area of Need	Universal provision; quality first teaching for all.	Additional & different SEND support; often personalised provision.
<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 • RESPECT code • Restorative behaviour practice • Individual home-school book 	<ul style="list-style-type: none"> • Individual counselling • Playtime buddies • Individual rewards system • Referral to EMS for BESD (Behaviour, Emotional & Social Difficulties) at Bedale CP School. • Referral to CAMHS through GP

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	<ul style="list-style-type: none"> • Circle Time • Positive praise • Pastoral mentoring • Individual place to sit 	
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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

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