

Example of a Provision Map based on Area of Need: Developmental Coordination Disorder (DCD)

Universal: Quality First Teaching	Targeted intervention & support for groups	Intensive personalised/individualised learning
<p>Sensory Smart Strategies</p> <p>Structure/routine and consistency at all times with visual timetable/story board</p> <p>Appropriate expectations of written work, such as decreasing the motor (output) of the task, without changing the cognitive expectations</p> <p>Adequate/extra time and assistance for written tasks</p> <p>Flexible handwriting scheme</p> <p>ICT support/technological aids to record work i.e. Dictaphone</p> <p>Close liaison with parents</p> <p>Differentiated curriculum with multisensory learning experiences</p> <p>Appropriate teaching styles that match identified learning style of the pupils</p>	<p>Class teacher and TA offer planned support and interventions including:</p> <p>Reinforcing learning and developing the ability to reflect, recall and consolidate learning experiences</p> <p>Modelling and coaching for individual pupils – related to targets</p> <p>Functional motor skills work i.e. scissor skills</p> <p>Help with organisational skills i.e. visual timetable</p> <p>Expressive and receptive language support if Appropriate</p> <p>Alternative strategies to promote progress in reading, spelling, writing i.e.</p> <p>Group or individualised aids i.e. task diary, homework diary</p> <p>Alternatives to written recording i.e. video, voice recording, iPad application</p> <p>Visual thinking methods i.e. mind maps</p> <p>Small group 'catch up'/other intervention programmes as appropriate, e.g. Additional Literacy Strategy, Early</p>	<p>An individual provision map and termly IEP education which may include:</p> <p>Provision of a key worker who may not be a teacher.</p> <p>Intensive handwriting programme</p> <p>Structured multi-sensory reading and spelling programmes</p> <p>Targeted motor skills: small groups with specific programmes</p> <p>Organisational strategies and memory training</p> <p>Strategies to develop self-help skills i.e. dressing before and after PE</p> <p>Social skills training to increase appropriate social interactions</p> <p>ICT skill acquisition/increased use of ICT (Dictaphone, voice-activated software, predictive word processors, Clicker 5)</p> <p>Subject/curriculum area specific tutorials</p> <p>Counselling where appropriate</p>

<p>Simple, short/small step instructions, repeated and prompted with possible visual clues MATCH (Modify the task, Alter expectations, Teach strategies, Change the environment, Help the child by understanding his/her difficulties)</p> <p>Visual prompts and reminders</p> <p>Multi-sensory approach to promote kinaesthetic skills</p> <p>Using positive descriptions to describe actions</p> <p>Differentiated homework policy</p> <p>Peer and buddy support</p>	<p>Literacy Strategy, Springboard</p> <p>Planned activities during unstructured times, such as play and lunchtimes for socialisation/gross motor skills development</p> <p>Providing opportunities/encouragement to join lunchtime/homework club</p> <p>Transition planning</p>	<p>Differentiated homework, accepting alternate assessment methods</p> <p>Teaching study skills</p> <p>Opportunities for pre-tutoring and to practice new learned skills</p> <p>Close liaison with parents</p>
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