

Thurnham C.E Infant School is committed to supporting your child's development, both socially, emotionally and academically. Therefore if it is felt that your child needs support in a specific area, we will fulfil that role by giving them additional guidance. This may be within the classroom setting or as part of a small group or on a one to one basis. This is all part of the support our school gives through differentiation and ensuring your child's needs are met.

Below you will find a list of provision that we offer and an explanation of these. Your child may not necessarily participate in any of the following provisions. But as a school we are dedicated to ensuring that all parents are kept informed.

Glossary of terms for provision

Balance Education and Movement (BEAM)

A programme aimed to support children's core muscles, posture and coordination skills.

BEAT dyslexia

A word and sentence structured programme to support children with dyslexia or poor phonological difficulties.

Clever fingers

Clever Fingers was created and designed to support schools in having a greater understanding of fine motor skills and to support poor motor development, which can impact on pupils' day-to-day schooling.

ELS

ELS is aligned with the Primary National Strategy publication for Letters and Sounds: it includes principles and practice of high quality phonics and supports early reading and phonics.

Expressive speech provision

Supports children with speech difficulties, this includes articulation and pronunciation of sounds.

Plus One

A daily intervention which supports children with key numerical concepts and involves over learning and repetition.

Positive Play

A play based provision to help and support children who find difficulties with interacting with their peers or need additional support to deal with emotions.

Precision teaching

This is a precise and systematic method of learning based on the learner's personal fluency. The instruction can be by any method or approach. This is a daily provision which focuses on over learning and repetition.

Receptive Speech

This is a provision which supports children with their communication skills and understanding of language.

Start Listening

An activity book which is used to in conjunction with other resources to support children with their listening skills and to help them to follow instructions.

Social use of Language Programme (SULP)

SULP is a structured language programme which aims to develop the social skills required for good listening and speaking.

Toe by toe

A multisensory approach to the teaching of reading, by the use of daily intervention and over learning of phonological knowledge.

Wave 3 maths intervention

The Wave 3 mathematics materials aim to enable children who are working at levels significantly below age-related expectations, to secure the mathematical understanding they need to increase their rate of progress

Write from the Start

Unique Programme to Develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting

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. They include;

1. Alerting activities (spinning, bouncing and skipping) which stimulates the body's central nervous system in preparation for learning.
2. Organising activities (balancing on a wobble board, stepping stones) which demand brain and body to work together.
3. Calming activities (heavy muscle work and deep pressure). This gives an awareness of their body in space and increases the ability to self-regulate sensory input.