Provision Map – Ashwicken Primary School 2023-24

Area of need: Cognition and Learning:

Universal approach – classroom practice:	SEN support (in addition to Universal Approach):
High expectations of children and appropriate challenge for all Clear learning questions and differentiated outcomes Clear instructions Learning walls to support key learning points Use of gap teaching where required to reinforce learning The use of talk partners Access to IT to help reduce barriers to learning Writing frames Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals Multisensory learning approach Concrete, Pictorial and Abstract (CPA) approaches in Maths Working Walls to support and scaffold learning Tackling Tables for Multiplication facts Differentiated/adapted teaching, including questioning, curriculum planning, activities, delivery and outcome Verbal feedback given within lessons to overcome misconceptions and to bridge gaps. Visual timetables/Structured school and class routines Additional TA in class support Use of symbols or pictures where needed.	Learning plan (IEP) with specific targets and outcomes reviewed regularly 1:1 and /or small group intervention Word building and high frequency word recognition interventions using Precision Teaching techniques Phonics (group and 1:1) Numicon and concrete maths materials Small group Maths Interventions Phonics Small Group and 1:1 if required In class support from TA where appropriate/possible. Dyslexia friendly approaches to teaching and resources Additional, targeted individual reading Access to specialist IT equipment, such as that loaned by Access Through Technology. Multi-sensory teaching strategies, with a focus on phonological awareness and/or motor skills programme Reasonable adjustments appropriate to the child/learning environment Ongoing CPD opportunities for staff Bespoke package purchased from EPSS (external agency) for Educational Psychologist – assessments, advice and strategies put into place. Dyslexia Outreach Service package (external agency) for assessments, advice and strategies to support.

Area of Need: Communication and Interaction:

Universal approach – classroom practice:	SEN support (in addition to Universal Approach):
Adapted curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines	In class support if appropriate/possible. Speech and Language support SALT Teaching Assistant to target specific pupils needs based on assess/plan/do/review cycle 1:1 speech therapist provided by NHS SALT and/or a specialist Wellcomm assessment tool used for Language Interventions/small group sessions designed to target identified areas of need. Interventions/small group sessions designed to target identified areas of need. Input from external agencies eg EPSS Visual timetables Now/Next or First/Then Boards Social Stories Reasonable adjustments to the learning environment e.g. individual work-station, visual timetable, use of timers Reasonable adjustments to reduce anxiety related issues. Social skills interventions with trained TA Lego Therapy Bespoke package purchased from EPSS (external agency) for Educational Psychologist and ASD team – assessments, advice and strategies put into place.

Area of Need: Social and Emotional Mental Health:

Universal approach – classroom practice:	SEN support (in addition to Universal Approach):
Whole school positive behaviour policy and class rules Circle Time - feeling circles Restorative Practises through circles Worry Monsters in classrooms Rewards such as certificates and stickers Pupil Asset used to communicate and celebrate achievements and rewards with parents Celebration Assemblies Star of the Day – compliments by adults and peers Star of the Week – celebration of work/behaviour Headteacher's Awards – celebration of exceptional achievements Meditation sessions with trained TA to focus on mindfulness	Interventions to support SEMH needs with specialist TA using Nurture approaches for 1:1 sessions with targeted pupils Mental Health Support Team referrals and input within school for staff training Staff CPD which includes awareness of the early signs of mental health problems, and what to do if they think they have identified a developing problem Staff are an access point for early support for children with emerging problems. Staff identify children with mental health problems and discuss with SENCo or DSL for intervention Risk Assessment plans where appropriate for specific pupils – developed with staff and parents A Behaviour Plan may be used where needed to support children in making positive choices and behaviour chart if required

Breakfast club After-school clubs RSE curriculum School trips Animal therapy – Pet Squad within school and use of animal therapy for pupils Mental Health Support champion for children	Staff understand the causes of behaviour and use effective approaches to behaviour management. Staff use 'Norfolk Steps' to support early intervention, de-escalation and manage complex or challenging behaviour. Staff use a graduated approach to inform a clear cycle of support: An assessment/observation to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support and regular reviews to assess the effectiveness, making changes where necessary. Staff seek appropriate support for children and young people experiencing negative experiences and distressing events, including referrals to appropriate services e.g Early Help; Advice is sought from external agencies and strategies suggested are put in place Eg SEND and Inclusion Team Bespoke package purchased from EPSS (external agency) for Educational Psychologist, SEMH team and ASD team – assessments, advice and strategies put into place.

Area of Need: Sensory and/or Physical:

Universal approach – classroom practice:	SEN support (in addition to Universal Approach):
Staff aware of implications of physical/sensory impairment and make reasonable adjustments where required e.g. walking frames, seating plans Writing slopes Pencil grips/ergonomic pencils or pens	Interventions for Fine Motor Skills and Gross Motor Skills. Additional handwriting practice Coloured background books Individual support in class during PE and lunch time where necessary Reasonable adjustments to environment to support access eg specialist chairs Advice sought from specialists such as VI, Occupational Therapists Large print resources/ text The use of IT equipment such as an iPad to enlarge text Advice is sought from external agencies and strategies suggested are put in place. Strategies to support communication such as seating within the class/regular breaks etc. Large print test papers Support from an additional adult where appropriate/possible. Bespoke package purchased from EPSS (external agency) – assessments, advice and strategies put into place.