Engage, Enrich, Excel

# Beech Grove Primary School

**2023-2024**

## Whole School Provision Map

Respect, Responsibility, Resilience, Aspiration, Courage, Kindness

**Communication and Interaction**
"Every teacher is a teacher of every child"

<table>
<tr><th>Universal<br>All children & young people, High quality teaching</th><th>SEN Support<br>Some children & young people, Additional targeted support</th></tr>
<tr><td rowspan="3">
<ul>
<li>Class visual timetable</li>
<li>Individual visual timetable</li>
<li>TEACHH methods (e.g. Now & Then, To Do & Done)</li>
<li>Sand timers</li>
<li>Visual prompts</li>
<li>Child's name used before instruction</li>
<li>Check in throughout lesson</li>
<li>Modified language – simplify speech and use short instructions</li>
<li>Thinking/Processing time (up to 10 seconds)</li>
<li>Complete Universally Speaking Checklist</li>
<li>Structured and monitored learning environments to prevent sensory overload Autism Education Trust</li>
<li>Transition planning</li>
<li>Ear defenders</li>
<li>Quiet, calming, safe place</li>
</ul>
</td><td>
<ul>
<li>Individual Education Plan (IEP)</li>
<li>Colourful Semantics</li>
<li>Widgit (visual support)</li>
<li>Social communication skills groups including:<br>- Time to Talk - (semantics-vocabulary and expressive language, sequencing & organisation, pragmatics-use of language, attention & memory)<br>- Socially Speaking - Developing pragmatic social skills (let's communicate, let's be friends, let's practice)<br>- Talkabout- Developing Social Communication Skills<br>- Talkabout- Developing Self-Awareness & Self- Esteem<br>- Talking About…Friends/Home/School</li>
<li>Speech and Language Intervention Plan</li>
<li>Talk Boost EYFS</li>
<li>Blanks Level of Questioning</li>
<li>Language For Thinking</li>
<li>Language Through Reading</li>
<li>Black Sheep Resources (supporting speech & language care plans) including:</li>
- 3 & 4 Part Sequencing<br>
- Inference Games
</ul>
</td></tr>
<tr><td>Education, Health Care Plan<br>A few children & young people, Support for complex and long-term difficulties</td></tr>
<tr><td>Provision is highly specialist and personalised
<ul>
<li>Attention autism group (The Box)</li>
<li>Lego therapy</li>
<li>Communication book (developing expressive language)</li>
<li>Task plan</li>
<li>Kites nurture provision</li>
</ul>
</td></tr>
</table>

**Cognition and Learning**
"Every teacher is a teacher of every child"

<table>
<tr>
<th>Universal<br>All children & young people, High quality teaching</th>
<th>SEN Support<br>Some children & young people, Additional targeted support</th>
</tr>
<tr>
<td rowspan="3">
<ul>
<li>Modified environment- sitting at front, with specific pupil, in group</li>
<li>Routines and purpose for each lesson</li>
<li>Writing on board – different colours/read aloud</li>
<li>Extra time given to complete tasks</li>
<li>Talk partners</li>
<li>Objects used to create/verbalise sentence e.g. counters/cubes, one word per sentence.</li>
<li>Alternative forms of recording information (E.g. pictures, Ipad, computer, Clicker)</li>
<li>Writing frames</li>
<li>Learning objective labels</li>
<li>Memory aids (e.g. checklist, reminder cards, buddy, memory games)</li>
<li>Equipment on desk (e.g. reading ruler, numicon, ICT)</li>
<li>Vocabulary mind maps</li>
<li>Visual prompts (e.g. remembering what to do first thing in the morning/packing up at the end of the day)</li>
<li>Reduced copying from board (printed copies to read)</li>
<li>Catch up interventions e.g, RWInc phonics groups</li>
</ul>
</td>
<td>
<ul>
<li>Individual Education Plan (IEP)</li>
<li>Additional key skills Intervention where there is a significant delay including:</li>
</ul>
-Read Write Inc<br>
-Mastering Number<br>
-Ready to Progress (maths)<br>
-Reading Comprehension (including Comprehension Ninja & Reading Between the Lines)<br>
-Colourful semantics
<ul>
<li>Individualised Interventions including:</li>
</ul>
-SNIP (high frequency word reading and spelling)<br>
-Dyslexia Gold
</td>
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<tr>
<td>Education Health Care Plan<br>A few children & young people, Support for complex and long-term difficulties</td>
</tr>
<tr>
<td>Provision is highly specialist and personalised
<ul>
<li>Personalised timetables focused on next stage of education and/or preparation for adulthood</li>
<li>Small steps tracking- Wakefield Progression Steps</li>
<li>Kites nurture provision</li>
</ul>
</td>
</tr>
</table>

**Social, Emotional and Mental Health needs**
"Every teacher is a teacher of every child"

| **Universal**<br>***All*** *children & young people, High quality teaching* | **SEN Support**<br>***Some*** *children & young people, Additional targeted support* |
|---|---|
| • Meet and greet<br>• Behaviour 'Over and Above' recognised<br>• Mindfulness activities after lunch<br>• Sense of belonging e.g. class job/responsibility<br>• Zones of Regulation<br>• Alternatives to unwanted behaviour provided (e.g. thinking aloud becomes writing answer on whiteboard)<br>• Pupil is positioned in the class for maximum support (e.g. close to the teacher, limiting sensory overload)<br>• Clear and consistent rules & routines e.g. entering a room, personal possessions storage.<br>• Positive narrative from adults<br>• Emotion coaching<br>• PSHE programme- Jigsaw<br>• Restorative follow-up | • Classroom based movement breaks e.g. handing out books<br>• Opportunities for cross-age partner work e.g. buddy/mentor scheme<br>• Incredible 5-point scale<br>• The Wellbeing Hub including:<br>-Emotional Literacy Support Assistant (ELSA)<br>-Mental Health Support Team (Cognitive Behavioural Therapy-CBT)<br>-Together Time or specific support from Pastoral Lead<br>• Starving the Anger Gremlin (CBT Workbook)<br>• Starving the Anxiety Gremlin (CBT Workbook)<br>• CRUSE bereavement support<br>• Parent and Family Support Advisor (PFSA)<br>• Family Intervention Service (FIS) or Children with Disabilities Team (CWD) |
| | **Education, Health Care Plan**<br>***A few*** *children & young people, Support for complex and long-term difficulties* |
| | Provision is highly specialist and personalised<br><br>• Individual work station<br>• 'Exit' Card<br>• Positive Handling Plan (PHP)<br>• Pastoral Support Plan (PSP)<br>• 1:1 support including personalised timetable<br>• Educational Psychologist (EP)<br>• Taunton Deane Partnership College (TDPC)<br>• Alternative Provision including:<br>-Forest School Provision (Otterhead)<br>-Conquest |

**Physical and/or Sensory**
"Every teacher is a teacher of every child"

| **Universal**<br>***All*** *children & young people, High quality teaching* | **SEN Support**<br>***Some*** *children & young people, Additional targeted support* |
|---|---|
| • Supportive equipment e.g. pencil grips, writing slopes, Ipad,<br>• Accessibility plan<br>• Individual Health Care Plan (IHCP)<br>• Medication administration logs<br>• Theraputty (hand warm ups, activities, intervention)<br><br>**Hearing Impairment**<br>• Seat near teacher<br>• Hearing aids<br>• Visual support (e.g. key words, depict what is being discussed in visual form where appropriate to aid understanding)<br>• Environmental adjustments<br>• Reduction of background noise<br>• Appropriate training for Staff e.g. Hearing support services<br>• Risk assessments | • Personal Emergency Evacuation Plan (PEEP)<br>• Access to specific technologies e.g. Communication in print<br>• Advice and resources from external advisors e.g. Special Educational Needs Assistive Technology Advisory Service (SENATAS), Physical Impairment and Medical Support team (PIMS), Occupational Therapy (OT), Hearing Support Service<br>• Alternative communication aids e.g. Communication book<br>• Occupational Therapy (OT) intervention plan<br>• Physiotherapy intervention plan |
| | **Education, Health Care Plan**<br>***A few*** *children & young people, Support for complex and long-term difficulties* |
| | Provision is highly specialist and personalised<br>• Alternative lunchtime arrangements |