Engage, Enrich, Excel

Beech Grove Primary School

2020-2021

Whole School Provision Map

Respect, Responsibility, Resilience, Aspiration, Courage, Kindness

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

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Class Visual Timetable • Individual Visual Timetable • TEACHH methods (e.g. Now & Then chart) • Digital/Sand Timers • STC used in classroom and by adults • Visual prompts and tools available • Child's name used before instruction • Adults use clear language and avoid sarcasm to avoid confusion if language is taken literally • Adult to check in and remind pupils • Communication Buddy in place • Modified Language – simplify speech and use short instructions • Allow time to process verbal information/instructions • Provide visual prompts to support verbal instructions • Complete Universally Speaking Checklist • Social communication checklist • ITS Fact Files https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/sample-page/fact-files/ • Progression Tools Communication Trust • Adults role model appropriate skills • Structured and monitored learning environments to prevent sensory overload Autism Education Trust • Transition planning • Ear defenders • Elklan- Language Builders (advice and activities to encourage children's communication skills) • Elklan- Language Builders for Verbal ASD (developing expressive language and independence for EYFS-KS2) e.g	• Individual Education Plan (IEP) • Time to Talk - (semantics-vocabulary and expressive language, sequencing & organisation, pragmatics-use of language, attention & memory) age 4-7 • Socially Speaking - Developing pragmatic social skills (let's communicate, let's be friends, let's practice) age 5-8 • Talkabout- Developing Social Communication Skills age 8+ • Talkabout- Developing Self-Awareness & Self- Esteem age 8+ • Blank Level of Questioning • Black Sheep resources(supporting speech & language care plans) • Semantic Links- word association & justification (Step 1: target word & 1 related word/1 distractor up to Step 11: 3 target words & 2 semantic distractors /3 unrelated distractors) • Language Steps- level 1-4 (receptive & expressive language support, 1 word-3/4 word level) • Semantic Links- word association & justification (Step 1: target word & 1 related word/1 distractor up to Step 11: 3 target words & 2 semantic distractors /3 unrelated distractors) • TEACCH approach • Children have access to a quiet, calming, safe place
	High Needs ***A few*** *children & young people, Support for complex and long-term difficulties*
	• Attention Autism Group (box) • Lego Therpay

Task Plans pg 44, word maps pg 66, Blanks Levels of Questions pg 79.	• Communication book (developing expressive language) • Task Plans • Oral sentence building- colourful semantics (who, where, what, when) across KS1/2

Cognition and Learning

"Every teacher is a teacher of every child"

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<tr><th>Universal
All children & young people, High quality teaching</th><th>SEN Support
Some children & young people, Additional targeted support</th></tr>
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Pupil sits in a position where s/he can see the board clearly and is close to an adult for support when appropriate
There are clear classroom routines and purposes for each lesson are made clear
When writing on the board the teacher/TA reads aloud what they are writing (printed copies given to students)
Coloured pens used when writing on the board to organise writing
Extra time given to complete tasks
Opportunities to speak ideas before writing
Use of physical objects to create/verbalise sentence before writing e.g. counters/cubes, one word per sentence.
Alternative forms of recording information (E.g. talking tins, Ipad, computer)
Learning scaffolds such as writing frames to support
independent access to learning tasks
Learning objectives may need to be typed and handed out to allow maximum use of learning time on learning task
Memory Aids (e.g. checklist, reminder cards, buddy, memory games)
Background to IWB in a pale colour instead of white
Hand-outs/worksheets have minimal writing, well spaced-out and organised with pictures/symbols instead of words where possible
The suitability/accessibility of texts are checked and appropriately differentiated before being provided to pupils to read (length of text, font used)
ICT used where appropriate (e.g. 'Spell-checker/Thesaurus, You Tube to show explanations of concepts/researching /gathering information rather than reading-based activities, Ipads using dictation or Clicker.docs)

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Individual Education Plan (IEP)
Pupil is encouraged to use highlighters and different coloured pens to organise text being read or written
Hand-outs/worksheets printed on coloured paper where visual stress has been identified
Additional small group key skills intervention and support where there is a significant delay eg Read Write Inc Fresh Start, Speed Up Handwriting, Write from the Start
Specific individualised interventions such as STILE (reading comprehension) and SNIP (high frequency word reading and spelling)
Trugs- Box 2 (split digraph e.g.fine, vowel digraphs e.g. seen, alternative vowel diagraphs e.g. boy, 2 syllable words e.g. pilot, 3 syllable words e.g. consider)
Trugs- Box 3 (c as in /s/ e.g. city, g as in /j/ e.g. gem, consonant –le e.g. candle, 4 syllable words e.g.
SNIP- literacy intervention (high frequency words EYFS-KS2)

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<tr><td>High Needs
A few children & young people, Support for complex and long-term difficulties</td></tr>
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Personalised timetables focused on next stage of education and/or preparation for adulthood
Individualised targets/learning programme for all lessons so that all pupils will make progress each lesson at their own level

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• Have appropriate equipment readily available to access independently (e.g. line trackers, coloured overlay ruler, handwriting paper, guide lines) • Have spelling support close to hand (e.g. spell checker, word banks, personal spelling logs) • Prompts available for organisation (e.g. remembering what to do first thing in the morning/packing up at the end of the day) • A copy of writing is given to pupil instead of them copying from the board (e.g. printed from the IWB at the end of the lesson) • Catch up interventions e.g. pre-/post- teaching, RWInc phonics groups	

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

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• School ethos, values and learning behaviours are visited daily • Assemblies focus on these each week • Class behaviour system (rewards and sanction) • Prompt Cards (Visual reminders of wanted behaviour) • Alternatives to unwanted behaviour (e.g. shouting out) provided e.g. own place to answer • Pupil is positioned in the class for maximum support (e.g. close to the teacher, away from distractions or distracting people …) • Pupil has frequent opportunities to develop sense of belonging e.g. class job/responsibility • Pupil has frequent opportunities to move around e.g. carrying out tasks for teacher • There are clear expectations around social demands, rules & routines e.g. entering a room, personal possessions storage, toilet visits, clearing up … • Self-esteem building approaches use to enhance self-worth e.g. star of the week, rota of class jobs… • Adults maintain a positive narrative commentary about what is going on and why. • PSHE programme- Jigsaw • Sometimes I feel… Cards for exploring the 'when behind feelings, validation of emotions, promoting awareness and ownership of feelings, expanding emotional literacy and developing creative storytelling skills. • Individual work station • Meet and greet • Mindfulness activities • Growth Mindset • Zones of Regulation	• Individual behaviour system (as universal provision but personalised or, lego, or tally chart/tick chart) • Opportunities for cross-age partner work e.g. buddy/mentor scheme • Social communication skills groups (e.g Talkabout) • Incredible 5 Point Scale- understanding social interactions and controlling emotional responses (age 7-11 • 'Exit' cards are available where appropriate to allow pupils to get themselves out of a tricky situation and learn to self-regulate • Collaborative problem solving approach • Pastoral Support Plan (PSP) • Regular meetings with parent/carer • Emotional Literacy support (ELSA) • Child lead learning (interest) • Educational Mental Health Practitioner referral (Cognitive Behavioural Therapy-CBT) • Positive handling plan • Starving the Anger Gremlin (CBT Workbook) age 5-9 • My Book Full of Feelings – how to control and react to the size of your emotions (age 5-11
	High Needs ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Column 1, 2 and … • CAMHS referral • 1:1 support including personalised timetable • Educational Psychologist referral • Forest School Provision

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

Universal ***All*** *children & young people, High quality teaching*	**SEN Support** ***Some*** *children & young people, Additional targeted support*
• Use of supportive equipment e.g. pencil grips, writing slopes, Ipad, computer • Reasonable adjustments made in terms of evacuation, risk assessments, ramps and specialist seating • Accessibility Plan is in place • Personal Emergency Evacuation plan (PEEP) • Individual Health Care Plan (IHCP) • Medication administration logs in place • STC approaches embedded across school • Movement assessment battery pg 79-98) • Theraputty (hand warm ups, activities, intervention) **Hearing Impairment** • Pupil sits near teacher • Hearing equipment is in place and used • Support to follow class discussion • Provide visual support where possible (e.g. key words, depict what is being discussed in visual form where appropriate to aid understanding) • Teacher to take helpful positions in class (e.g. not moving around much when talking, standing close to pupils with hearing difficulties) • When addressing pupils teacher/TA starts with their name to indicate to whom they are speaking • Adult check comprehension	• Access to specific technologies e.g. Clicker software, • Staff training provided for specific medications e.g. insulin, epipen • Intimate Care Plan/Toileting Plan in place • Alternative lunchtime arrangements where necessary • Advice and resources from external advisors for example Special Educational Needs Assistive Technology Advisory Service (SENATAS), Physical Impairment and Medical Support team(PIMS), Occupational Therapy • Alternative communication aids (see Communication and Interaction) • Speed Up- kinaesthetic programme to develop fluent handwriting (age 8-11 years) • Teodorescu handwriting programme (Write from the Start) **Hearing Impairment** • Interpreters as necessary for meetings • Speech and Language Care Plan • Specialist advice and support for assistive equipment eg Hearing aids, radio aids and/ or support from Hearing Support Team • Hearing Support Team Visit Advice • Plan carefully for transitions for specialist equipment and training • Close home-school links

• Consideration to good listening conditions and reasonable adjustments are made (eg lowering ceiling height, sound absorbent flooring, silent heating and light system • Reduction of background noise • Differentiated curriculum • Additional time for processing • Appropriate training for staff • Useful websites https://www.ndcs.org.uk/ and https://www.actiononhearingloss.org.uk/ • Personal Emergency Evacuation Plan (PEEP) • Risk assessments for trips **Visual Impairment** • Pupil is sitting within clear sight of the board – (front view) • Pupil is allowed to read with head very close to paper if this helps • Pupil is encouraged to be tidy and methodical with desk-based activities to find materials easily • Appropriate aids/equipment used and storage provided for these • Pupil's workspace is appropriately lit and shiny paper is avoided to reduce glare • Bags, books, equipment etc. are not left on the floor where the pupil might trip over them • Buddy in place to help with accessing visual materials and movement to different places where appropriate • Work displays are accessible to the pupil • Reading materials for the pupil are appropriate to needs • Writing materials are enlarged appropriately • Sole use of visual/reading materials to avoid the need to share • Extra time given to complete visually demanding tasks • Technology used appropriately (enlarged text, coloured backgrounds) • Differentiated curriculum • Appropriate training for staff	• Training for adults in the management of additional equipment • Regular Assessments (vocabulary, comprehension) • Pre and post tutoring • Daily access to additional targeted teaching • Individually appropriate modifications to classroom/environment • Daily checking of specialist equipment with child • Differentiation of oral activities and resources • Additional visits to new settings and new staff • Guidance from https://www.ndcs.org.uk/documents-and-resources/teaching-phonics-to-deaf-children-guidance-for-teachers/ **Visual Impairment** • Referral to Visual Support Team • Specialist advice and support for assistive equipment eg visualiser and/ or support from qualified teacher • Resources and strategies that are different from and additional to universal eg colour contrast for visual displays, tactile diagrams and markers, low vision aids • Plan carefully for transitions for specialist equipment and training • Close home-school links • Training for adults in the management of additional equipment • Staff using guidance documents to develop alternative forms of communication and recording • Links are made with voluntary agencies Somerset Sight and RNIB • Accessibility audit supports environmental adaptations eg steps and hazards are painted to highlight, blinds to reduce glare • Plan for successfully accessing learning eg Dictaphones, braille, Ipad, Kindle for reading school books and other ICT.

	High Needs ***A few*** *children & young people, Support for complex and long-term difficulties*
	Provision is highly specialist and personalised • Parental involvement in ensuring needs are accurately met (e.g. carb weighing for diabetics) • Access to mobility aids e.g. walking frames, wheelchairs • Language through Reading intervention • Black Sheep Press language resources • Language Steps