

Norbreck Primary Academy - Whole School Provision Map

Cognition and Learning		
Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • Visual timetables • Flexible grouping • Adaptive technology for communication iPads, Word Dictate • Adaptive technology for recording knowledge - notes, iPads, talking tins • Adaptive seating and working areas - work stations for those who need them • Modelling - visual, orally • Instructions and learning supported by visuals, diagrams and images. • Recall previous learnt knowledge/vocabulary • Phonics grouping • 10 second rule for processing time • All Foundation Stage staff Makaton trained • Scaffolds eg story maps, story boards, flow-charts, Word Banks / examples • Range of resources in maths - concrete, abstract, pictorial – Red Rose Maths Scheme • Minimal copying from the board for those who struggle • Handwriting - Nelson Thornes • High quality feedback in the moment • English planned through high quality texts • Use of Grammarsaurus • Access to School Learning Support Dog, Rory • Clutter free, purposeful classrooms • Positive praise and encouragement, including Dojos, Celebration Assemblies etc • Multi-sensory learning • TTRS • Dyslexia Friendly Strategies 	<ul style="list-style-type: none"> • Targeted pre-teaching sessions to support children access ARE lessons • Breaking targets down into SMART targets • Targeted same day Interventions in order to ensure that pupils ‘catch up and stay up.’ • Touch type for children who struggle with transcription • Handwriting intervention and guidance • Little Wandle Phonics catch-up • Red Rose Maths catch-up sessions • Coloured overlays • Opportunities to work in a small, guided group /mixed ability / peer on peer support • Fine motor skills – in class support through resources and intervention groups • Blackpool SEND assessment • Clicker 8 • Tinted paper and exercise books • Velcro ruler • Support from School Learning Dog, Rory • Touch typing – Dance Mat <p><u>Reading interventions</u> Precision Teaching, Phonological Awareness Programme, Toe by Toe, IDL</p> <p><u>Spelling</u> Precision Teaching, Toe by Toe, IDL, Active Spellings, A Hand for Spelling</p> <p><u>Maths interventions</u> First Class at Number, IDL</p>	<ul style="list-style-type: none"> • Work towards outcomes outlined in the EHC Plan or APDR • APDR meetings and review of progress/targets • Breaking targets down into SMART targets • Regularly assessing progress • Involvement of a multi-disciplinary team including Educational Psychologist and advisory teachers from Blackpool SEND • Increased 1:1/1:2 targeted intervention • Alternative curriculum planned for by SENCO or teacher • Extra time • Readers • Screening tools • Reader Pen • Assisted Listening Device

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Communication and Interaction		
Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • Peer support (group working/partner work) • Colourful Semantics • Visual timetables • Mind maps • Communicate work with Foundation Stage staff 2-3 times per half term based on our training and development needs • Adaptive technology for communication - iPads, Talking Tins • Adaptive technology for recording knowledge - notes, iPads, Talking Tins • Adaptive seating and working areas - work stations for those who need them • Modelling - visually, orally • Instructions supported by visuals, diagrams and images. Chunked into small steps • 10 second rule for processing time • All Foundation Stage staff Makaton trained • Reception children assessed at beginning of year using WELLCOMM • Scaffolds eg story maps, story boards, flow charts • Access to School Learning Support Dog, Rory • Positive praise and encouragement, including Dojos, Celebration Assemblies etc 	<ul style="list-style-type: none"> • Social/Nurture Groups • Now and Next board • Communicate to work with targeted children and targets identified. • Communicate commissioned to assess children on caseload regularly and provide detailed report • Use of scribe/alternative forms of recording when generating ideas • Pre-teaching and over learning strategies • Clicker 8 • Support from School Learning Dog, Rory <p style="text-align: center;"><u>Communication and Interaction Interventions</u></p> <ul style="list-style-type: none"> • Time to Talk intervention - social communication • Lego Therapy • Colourful Semantics • SALT interventions - Black Sheep press, speech sounds • Oral to Written Narrative • Rhodes to Language • Socially Speaking Intervention • Talk Boost – Reception and KS1 	<ul style="list-style-type: none"> • Speech and Language Therapist involved, and specific plan followed. • Implement support through Makaton, intensive interaction etc. • APDR meetings and review of progress/targets • Home school communication to communicate with parent and carers. • Time out strategies / Calm down space / Safe Space/Dark den

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Social, Emotional and Mental Health		
Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • Early communication with parents • Buddies - Y6/Reception • Resilience Curriculum. • SCARF PSHE scheme of work • A culture and climate based on positivity, love and nurture • Praise is specific and named • Pupil jobs to raise self-confidence and responsibility • A staff team who sees each child as unique and find their hidden talents • Visual timers used to support regulation • Visual timetable to support familiar routines • Secure, trusting relationships between all adults and children • Positive praise and encouragement, including Dojos, Celebration Assemblies etc • RSE policy and programme to support key skills for being ready and fit for their future • ACE training and support for children with known ACEs. • Access to School Learning Support Dog, Rory 	<ul style="list-style-type: none"> • Check in with member of staff • Calm areas in specific classrooms to support self-regulation • Reasonable adjustments to the behaviour policy for children who communicate gaps in their development • Focused sessions with Pastoral Team for friendships, collaboration skills and understanding emotions • Early Help • Worry box / Worry Monster • Movement Breaks • Zones of regulation work • Individual rewards • Count down timers • Positive praise outweighing negative • Drawing and Talking Therapy • Socially Speaking group • Time to Talk group • Support from School Learning Dog, Rory • Positive behaviour charts • Blackpool SEND assessment • Parent Partnership meetings • Circle of Friends 	<ul style="list-style-type: none"> • CAMHS worker • CASHER • EHRP • Child in Need plan • Friendship groups • Educational Psychologist input and recommendations • Social Worker input • Self-esteem development • Lego Therapy • Personalised provision activities from APDR • Strategies: post it notes to avoid calling out, blocked time learning, chunk instructions, fiddle toys used, TheraBand, wobble cushion, weighted blanket • Transition work • Worry Workshops • Parent Partnership Meetings • Anger Management sessions • The DEN • Bereavement Counselling • PMHW Support • APDR meeting and review of progress/targets

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Physical and Sensory		
Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> • Physical Aids to support access to the curriculum - pencil grips, slope-boards, adapted scissors • Variety of outdoor equipment of different sizes and weights • Creating a calm and purposeful environment which is clutter free • Seating position to reduce sensory issues • Adapted uniform • Access to School Learning Support Dog, Rory • Sensory aids – headphones, chews, fidgets, Chewellery, Theraband, wobble cushions • Sensory stimulation aids - auditory, visual proprioceptive and oral stimulation • Positive praise and encouragement, including Dojos, Celebration Assemblies etc • All staff – Deaf Awareness training, and recommended strategies in place 	<ul style="list-style-type: none"> • Sensory Diet to calm - carrying a backpack, lifting items, time to run and jump • Sensory Diet to reduce sensory overload – time to listen to music, time in a quiet space, weighted blanket, weighted neck support • Touch Typing Programme - Dance Mat • Visual Perception Intervention • Fine motor programmes - Write from the Start • Gross and Fine motor skills programme – ABC group • Increased activities for fine motor skills • Increased activities for gross motor skills • Dark Den • Active Blackpool – additional Motor Skills activities, including Boccia • Support from School Learning Dog, Rory • Coloured Overlay • Reading/marker ‘window’ • Clear, ‘non-busy’ worksheets; Questions numbered to help with sequencing of task. • Covering over part of a worksheet that is not being worked on to reduce distraction • Tinted paper and exercise books • Magnifier • Theraputty 	<ul style="list-style-type: none"> • Work towards sensory and physical outcomes outlined in the EHC Plan or APDR • Breaking targets down into SMART targets • APDR meetings and review of progress/targets • Involvement of a multi-disciplinary team including Occupational Therapist /Physiotherapist • Implementing OT programmes • Implementing Physiotherapy programmes • Implementing sensory assessments plans • Staff to seek support from professionals (HI / VI /EP /ST) and implement recommendations • Provide additional equipment i.e Easy grip scissors, tools, pen, pencils; Slope board; Present work in a different format • Specialist seating • HI aids – eg Edumic; ROGER • Wheelchair access track for field • Enlarged print texts for VI pupils

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