Rossett Acre Primary School Whole School Provision Map

Area of need	Universal level – Quality first teaching	Intervention – Quality first teaching plus additional small group / 1:1 provision	SEN support - Personalised and Targeted Quality first teaching plus specific, targeted support for children with special educational needs
Cognition & Learning	• Whole school positive ethos • Adaptive curriculum planning, activities, delivery & outcome • Pupils' names and eye-contact established before giving instructions • Clear, simple instructions, chunked and checked for understanding • Increased visual aids • Vocabulary displayed and clarified • Pre-teach vocabulary • Interactive and multi-sensory teaching approaches including active learning • Time for processing before a response is needed • Adapted resources • Visual cues and prompts, inc checklists • Opportunities for collaborative working • Visual timetables • Range of dictionaries and thesaurus • Varied recording methods – writing frames • Use of coloured backgrounds • Repetition and reinforcement of skills	• Same day intervention to address any misconceptions • Adult support in lessons • Pre / post teaching • English and maths support groups • Rapid Catch up LW Phonics interventions • Reading intervention • 1:1 reading and paired reading • Pencil grips • Post-it planning for flexible organisation of ideas • Nessy or Phonics Hero programmes • Memory interventions • Launchpad for Literacy assessment and intervention	• Intense maths support 1:1 • Maths for Life • Numicon & maths apparatus / equipment • Intense reading support 1:1 • Additional individual reading / paired reading • Precision teaching • Handwriting – pencil grips, adapted pens • Individual use of ICT programmes • Use of ICT- Clicker 8 • Additional planning and arrangements for transition • SNAP Assessment • Nessy Dyslexia first stage Dyslexia screening (not to diagnose) • Individual arrangements for KS2 SATs • Regular parent communication • Outside agency support: NYC SEND Hub, Educational Psychologist • Visual Perception Assessment and Intervention

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Communication & Interaction	• Whole school positive ethos • Adaptive curriculum planning, activities, delivery & outcome • Flexible teaching arrangements • Clear and simple language & explanations • Increased visual aids & modelling • Chunking instructions • Visual timetables • Extra time to process what has been said • Broad range of written activities e.g. cartoon strips • Prior warning of events • Structured school and classroom routines • Active learning, use of talk partners • Avoid sarcasm, idioms and double meaning • Clear rewards and sanctions • Calm learning environments • Zone of Regulation • WING Language • Whole Class Sensory Bag • Quiet/safe space in all classrooms	• In class support with focus on supporting speech and language • EAL vocabulary support • Monitoring on the playground • Pre / post teaching of vocabulary • Prompt cards • Social stories • Social Group intervention • Group Interoception Intervention • Group Emotions Workshop • Group Zones of Regulation Workshop • Sensory diets / breaks / toys	• 1:1 Speech and Language support following advice from Speech Therapists (SaLT) • Use of information-carrying words when giving instructions • Application of speech targets during the day • Oral blending and segmenting activities linked to reading and spelling • Ear defenders • Personalised Visual Timetables & visual support • Now / Next approach • Alternative Timetable • Social Stories / comic strip conversations • Access to time out area or distraction-free environment • Individual workstation • Risk assessments if necessary • Preparation for change of activity / lesson / routine • Systematic organisation of independent learning tasks • Overt explanations made explicit • 1:1 Interoception Intervention • Individualised programmes of work • Individual arrangements for KS2 SATs • Additional planning arrangements for transition • Regular parent communication • Outside agency Support: NHS SALT, SEND Hub C & I Team

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Social, Emotional & Mental Health	• Whole school positive ethos • Whole school Restorative Practice and Behaviour Policy • Whole school and class reward systems promoting positive behaviour • House Points • Adaptive learning activities to engage and motivate • All adults modelling mutually respectful relationships and interactions • Positive language to reinforce expectations • Adaptive use of voice / gesture / tone and body language • Celebration assemblies • PSHE curriculum. Including Zones of Regulation and No Outsiders • Half term Forest School Lessons • Access to the Rainbow (Sensory) room • Access to the class sensory bag and safe space. • Access to the Outside Sensory Room • One Life	• Group support from the Nurture Team • Nurture Team lunchtimes clubs • Monitoring at playtimes and lunchtimes • Check-ins and check-outs with the Nurture Team • Sensory Circuits • Nurture through Nature – Garden Club	• Daily check-ins / outs • 1:1 quiet space session • Five-point scale emotional check • Anxiety Curve • Thrive Assessment • Individual timetable/ now and next board • Home / school communication book • Individual arrangements for KS2 SATs • Additional planning and arrangements for transition • Regular parent communication • Emotions, Self-Esteem & Confidence and Anxiety Workshops • Sandtray Therapy • Drawing and Talking Therapy • Bereavement support • Resilience building Intervention – Worry tree, blowing bubbles, Think • ELSA resources • Books loaned to support parents • Outside agency support: Emotional Resilience Team, Harrogate Cluster Support Service, Just B, Compass Phoenix, NYC SEND Hub SEMH

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Sensory and or physical	• Staff aware of implications of physical impairment e.g. not covering mouth when talking to a child with hearing impairment • Improvement to the acoustic environment e.g. sound tiles • Preferential seating and position of pupil and teacher in the classroom • Multi-sensory approach • Uncluttered and well-organised learning environments • Use of aids (e.g. hearing) • Writing slopes & pencil grips • Wobble cushions, seat wedges & writing slopes • Good lighting • Active learning • Whole class Sensory Bag • Safe space in the classroom	• Fine & Gross Motor exercises • Handwriting support • Sensory breaks & snacks • Sensory Circuits • Sensory diet and personalised sensory box • Nurture through Nature - Gardening Club	• Individual support in class to facilitate access to the curriculum • Individual support during PE and break times • Individual arrangements for KS2 SATs • Additional planning and arrangements for transition • Regular parent communication • Wobble cushions • Fiddle toys • Ear defenders • iPad usage • Additional resources for areas of development • Rainbow Room – trampoline, Sand box, gym ball, light tubes, sensory bags • Outside agency support: Occupational Therapy, Physiotherapy programme, NYC Visual & Hearing support