

FLEETDOWN PRIMARY ACADEMY

WHOLE SCHOOL PROVISION MAP



The information below outlines the practice and range of support offered across Fleetdown Primary School in each area of need. Support is always tailored to the needs in an individual class or for an individual pupil and the offering in each class will reflect this and may change accordingly.

UNIVERSAL APPROACH

Listed below are the strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice.

SEN SUPPORT

If your child requires support in addition to the Universal Approach they may receive the support listed below.

COGNITION AND LEARNING

Universal Approach

- High expectations of children and appropriate challenge for all
- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Awareness of hearing impairment in all teaching
- High expectations of behaviour to enable all children to learn
- Displays to support children's learning in all classrooms
- Time to talk things through with a partner before feeding back to class
- Access to ICT to help reduce barriers to learning
- Writing frames or alternatives to written recording when writing is not the primary objective
- Variety of teaching styles and approaches using both open and closed tasks matched to the needs of individuals
- Multisensory learning approach (visual, auditory and kinaesthetic learning) making use of music, actions, graphics, physical resources etc.
- Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do.
- Personalised and differentiated teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Differentiated curriculum planning, activities, delivery and outcome
- Visual timetables in all classes as well as use of visuals to support learning
- Illustrated dictionaries
- Structured school and class routines
- Covid Catch-up Reading, SPAG and Numeracy Tutoring
- All Power points are Dyslexia / Irlens appropriate

SEN support

- Nurture Group for Year 1 children (2:6 Teacher: Pupil ratio) 3 mornings a week
- TAs trained to BSL Level 1-3 to support deaf children
- 1:1 and /or small groups SPLD interventions
- High frequency word recognition support delivered by Teaching Assistants
- Writing and Maths intervention
- RWI teaching
- *Additional Maths Support (1:1, 1:2 or small group)*
- Toe-by-Toe intervention
- Use of lesson steps and deal cards
- Workstations
- Covid Catch-up – Reading Intervention
- Adjustments to the learning environment, such as work stations.
- Adjusted equipment such as desk slopes or move'n'sit cushions.
- Individual Education Programs
- Plus 1/power of 2 books
- Nessie online intervention
- Speed up handwriting programme
- Bespoke/Tailored curriculum
- STLS support
- Referral to community Paediatrician

COMMUNICATION AND INTERACTION

Universal Approach

- Alternative recording methods.
- Differentiated activities
- Availability and planned use of supportive software e.g. Clicker
- Pre-teaching new subject specific words
- Use of workstation
- Visual timetable
- Verbal and visual communication supported by prompts where necessary.
- Chunk instructions into small steps/ Use of Task Management board/checklists
- High Quality modelling
- Good role models for EAL, speaking to them in their own language, seating next to fluent English speakers
- PECs / signing / symbols / cued articulation to support phonics etc
- Dictionaries / thesaurus
- Writing scribe / readers
- Contact books / reading records / letters
- Topic webs and Home Learning
- Communicate in print
- Social Stories
- Transition work
- Use of the SPELL framework
- Signing used alongside speech
- Songs and rhymes used to introduce language
- Social rules displayed and referred to (CinP)
- Classroom free of 'visual clutter'
- Lighting and positioning in the room considered and adjusted
- Ear defenders
- Planned transition times
- Checking back for understanding
- Linking work to special interests
- Touch typing

SEN support

- TAs trained to BSL level 1-3 to support deaf children
- Use of Intensive Interaction
- Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme
- ICT – Communicate in Print
- Small group social skills intervention
- Lego Therapy
- Personalised planning
- Screening for SLCN needs
- Lego therapy
- EAL language groups
- Socially Speaking group
- Nurture (Year 1)
- Language Link group
- Intensive interaction
- Talkabout for children 2
- Starfish room provision
- Use of a TEACHH approach
- Breaking down barriers intervention
- STLS support

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Universal Approach

- Whole school positive behaviour policy
- Chatter Boxes
- Year 6 transition support
- Whole school approach to:
 - anti-bullying
 - Promoting good mental health and resilience
 - PSHE
- Staff trained in Anxiety and mental health
- Use of Boxall Profiles and SDQs to monitor engagement
- Thoughtful seating and pairing
- Descriptive praise
- Talk partners
- Circle time/talk time
- Reward systems
- Mindfulness approaches
- Reflection area
- Use of positive language to promote self-esteem
- Use of tone of voice to de-escalate situations
- Use of appropriate language to engage pupils at their level of understanding
- Group work
- In class check in-check out
- Feelings journey
- Behaviour reward chart
- Show and tell
- Staff catch up time
- Use of timers
- Chunking tasks into smaller steps
- Use of Now and Next board
- Playground support
- Clear rules and boundaries
- Allow for Movement/rest breaks
- Access to chatterboxes
- Use of Boxall Profile to pinpoint areas needed for support
- Adopt a 'key person' approach
- Substitutes provided for self-harming behaviours
- Use and ABC approach to track triggers and patterns
- Use known interests/hobbies to engage
- Provision of a 'time-out' or quiet time within the classroom
- Restorative approaches
- Incredible 5-point scale

SEN support

- Social Skills group
- Nurture (Year 1)
- Sensory Circuits
- Lego Therapy
- Socially Speaking Group
- Starving the anxiety Gremlin
- Cosmic Yoga
- Counselling (referral to school nurse)
- Drawing and Talking
- Deaf Healthy Minds
- Talkabout for children 1
- Young Carer Support
- Bespoke Curriculum
- Personalised/provision plan
- Visits to Curly's farm
- NELFT referral
- School Health Referral – counselling
- Breaking down barriers
- Pastoral Support Plan
- Community Paediatrician referral
- STLS support
- IMAGO referral (YC)

SENSORY AND/OR PHYSICAL NEEDS

Universal Approach

- Pencil grip/ writing slope/ adapted scissors
- Coloured overlays/paper/ IWB background.
- Teacher-pupil positioning considered for HI pupils
- Visual timetable

SEN support

- Fine Motor Skills group
- Gross Motor Skills group
- Additional handwriting practice
- Individual support in class during PE and break times

- Apps on iPad for motor control
- Fiddle toys
- Pen grips
- Chunky triangular pencils
- Left handed scissors
- Coloured overlays
- Ear defenders
- Sensory cushion/wobble seat
- Coloured background on interactive board
- Sensitive seating
- Classroom layout
- Use of sensory area
- Adapted ICT equipment
- Specialist physical adaptations
- Use of clever fingers box
- Regular check ins with the learner – pupil voice
- Buddy system for friendships
- Ensure staff face forward and speak clearly when teaching
- Use of signing alongside spoken language
- Reduce background noise
- Ensure rooms are well lit
- Use of subtitles for videos
- Pre-teach/expose to vocabulary with visuals
- Repeating verbal contributions of other children
- Use of positive language to promote self esteem
- Rest/Movement breaks
- Cosmic Yoga (KS1/EYFS)
- Reasonable adjustments to environment to support access
- Move n Sit and weighted lap cushions
- Sensory and OT interventions
- Access to qualified Teacher of the Deaf and 'The Pirate Ship'
- Bespoke Curriculum
- Personalised/provision plan
- OT referral
- Time in the pirate ship
- Physiotherapy – external training
- STLS support