


Mereside Primary Academy Whole School Provision Map - Updated Autumn 2024

| The Graduated Approach | Universal (adaptive teaching) | Universal Plus Micro-Interventions for Monitoring and Transition* | Targeted Support (targeted interventions) | Targeted Support (additional agency support) | Education, Health and Care Plans |
|-------------------------------------|---|---|--|--|--|
| Cognition and Learning | <p>EEF Document - universal provision - adaptive teaching practice expected to happen in each classroom</p> <p>Elklan Communication Friendly Spaces</p> <p>SEMH Checklist 1</p> <p>Movement breaks (whole class)</p> <p>Zones of Regulation</p> | <p>Pupil Profile (transition monitoring plan)</p> <p>Strategies from First and Second Concerns (Blackpool Graduated Approach)</p> <p>Pupil Profile (transition monitoring plan)</p> <p>Year 2 Phonics Interventions</p> | <p>Pupil Profile SEND Support plan</p> <p>Precision Teaching Becoming First Class @ Number First Class @ Number Success @ Arithmetic IDL Catch Up Reader</p> | <p>Advisory Teacher Educational Psychologist</p> | <p>EHCP Pupil Profile SEND Plan detailing outcomes, targets and provision</p> <p>Multi-agency involvement - this may include Educational Psychologist, Link Advisory Teacher</p> |
| Communication and Interaction | <p>Trauma Informed Approach Strategies</p>  | <p>Pupil Profile (transition monitoring plan)</p> <p>Strategies from First and Second Concerns (Blackpool Graduated Approach)</p> <p>Pupil Profile (transition monitoring plan)</p> <p>Communicate SALT - strategy up to Year 2</p> <p>Big Book of Ideas - In Class Intervention for Nursery and Reception</p> <p>NELI - EY</p> <p>NHS/Communicate SALT - Nursery</p> <p>Movement Breaks (personalised)</p> | <p>Pupil Profile SEND plan</p> <p>Communicate SALT - from Year 2 upwards NHS SALT Talkabout Lego Therapy PACE Breakfasts Sensory Circuits</p> | <p>Advisory Teacher Educational Psychologist Speech and Language Therapist</p> | <p>EHCP Pupil Profile SEND Plan detailing outcomes, targets and provision</p> <p>Multi-agency involvement - this may include SALT, Link Advisory Teacher</p> |
| Social, Emotional and Mental Health | | <p>Pupil Profile (transition monitoring plan)</p> <p>Strategies from First and Second Concerns (Blackpool Graduated</p> | <p>Pupil Profile SEND plan</p> | <p>Advisory Teacher Educational Psychologist</p> | <p>EHCP Pupil Profile SEND Plan detailing outcomes, targets and provision</p> |



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|-------------------------|------------------------------------|---|--|--|---|
| | | <p>Approach)</p> <p>Sensory Audit (FCAT) SEMH Checklist 2 Resilience Practitioner Therapy Dog Pastoral Nurture Interventions including Sand Play and Draw and Talk Zones of Regulation Movement Breaks</p> | <p>Boxhall Profile Talkabout Lego Therapy Resilience Practitioner Draw and Talk Sand Play PACE Breakfasts Zones of Regulation Sensory Circuits</p> | | <p>Multi-agency involvement - this may include School Counsellor, Pastoral Support, Link Advisory Teacher</p> |
| Sensory and/or Physical | | <p>Pupil Profile (transition monitoring plan)</p> <p>Strategies from First and Second Concerns (Blackpool Graduated Approach)</p> <p>Sensory Audit (FCAT) Teodorescu (KS1) Movement Breaks ABC Programme (KS1) Specialist Equipment</p> | <p>Pupil Profile SEND plan</p> <p>Teodorescu - KS2 Motor Skills United ABC Programme (KS2) Sensory Circuits</p> | <p>Specialist VI/Hi/PD Teachers OT/Physiotherapists</p> | <p>EHCP Pupil Profile SEND Plan detailing outcomes, targets and provision</p> <p>Multi-agency involvement - this may include Physiotherapist, OT, VI, HI Specialist Teacher</p> |
| Assessment | Formative and Summative Assessment | <p>Formative and Summative Assessment Initial Observations, First Concerns 1 First Concerns 2 (Blackpool Graduated Approach)</p> | <p>Formative and Summative Assessment</p> <p>Assessing Impact of Interventions</p> <p>SENDCo Screening</p> | <p>Formative and Summative Assessment</p> <p>Assessing Impact of Interventions</p> <p>Specialist Assessments by Multi-Agency Team including Advisory Teacher, Educational Psychologist</p> | <p>Formative and Summative Assessment</p> <p>Specialist Assessments and Advice by Multi-Agency Team</p> <p>Assessment Against Personalised Outcomes, including Annual Review</p> |

*Successful strategies (micro-interventions), needed to ensure pupil can remain working at a universal level, or pupils identified as requiring additional support - these pupils will be closely monitored to see if they require targeted support