


Mereside Primary Academy Whole School Provision Map - Summer 26

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>Pupil Profile (transition monitoring plan)</p> <p>Strategies from First and Second Concerns (Blackpool Graduated Approach)</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</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>Zones of Regulation</p> <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>Communicate SALT - strategy up to Year 2 Big Book of Ideas - In Class Intervention for Nursery and Reception NHS/Communicate SALT - Nursery</p>	<p>Pupil Profile SEND plan</p> <p>Communicate SALT - from Year 2 upwards NHS SALT Talkabout Lego Therapy PACE Breakfast</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 Approach)</p> <p>Sensory Audit (FCAT) Therapy Dog Zones of Regulation Movement Breaks</p>	<p>Pupil Profile SEND plan</p> <p>Boxhall Profile Talkabout Lego Therapy PACE Breakfasts</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 School Counsellor, Pastoral Support, Link Advisory Teacher</p>



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			Zones of Regulation Sensory Circuits		
Sensory and/or Physical		Pupil Profile (transition monitoring plan) Strategies from First and Second Concerns (Blackpool Graduated Approach) Sensory Audit (FCAT) Movement Breaks Specialist Equipment	Pupil Profile SEND plan Teodorescu Moves Programme for Schools Sensory Circuits	Specialist VI/Hi/PD Teachers OT/Physiotherapists	EHCP Pupil Profile SEND Plan detailing outcomes, targets and provision Multi-agency involvement - this may include Physiotherapist, OT, VI, HI Specialist Teacher
Assessment	Formative and Summative Assessment	Formative and Summative Assessment Initial Observations, First Concerns 1 First Concerns 2 (Blackpool Graduated Approach)	Formative and Summative Assessment Assessing Impact of Interventions SENDCo Screening	Formative and Summative Assessment Assessing Impact of Interventions Specialist Assessments by Multi-Agency Team including Advisory Teacher, Educational Psychologist	Formative and Summative Assessment Specialist Assessments and Advice by Multi-Agency Team Assessment Against Personalised Outcomes, including Annual Review

***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**