



Westcliff Primary Academy
Whole School Provision Map



Cognition and Learning

Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> ● Communication Commitment - visual timetables, task planners for all pupils, visuals for behaviour, mind maps and word of the day, blank levels for reading and playtime questions. <ul style="list-style-type: none"> ● Use of visualiser to show WAGOLL/model <ul style="list-style-type: none"> ● Flexible grouping ● Adaptive technology for communication - ipads, reader pens ● Adaptive technology for recording knowledge - clicker, notes, ipads ● Adaptive seating and working areas - work stations for those who need. ● Modelling - visual, orally ● Instructions and learning supported by visuals, diagrams and images. Chunked into small steps ● Recall previous learnt knowledge/vocabulary ● Phonics grouping ● 10 second rule for processing time ● All EYFS staff Makaton trained - daily offer ● Scaffolds eg story maps, story boards, flow charts Word banks / examples ● Range of resources in maths - Concrete, Abstract, pictorial (CPA) ● Minimal copying from the board for those who struggle ● Handwriting programme - IMDB ● Jane considine spelling ● High quality feedback in the moment ● TA support in class ● English planned through high quality texts/TFW approach ● Clutter free classroom are purposeful ● Multi sensory learning. ● Same Day Interventions (SDIs) 	<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 (SDIs) in order to ensure that pupils 'catch up and stay up.' ● Touch type for children who struggle with transcription ● Handwriting intervention and guidance ● 1:1 red rose phonics sessions/bounce back phonics ● Dyslexia screening and support (Dyslexia Portfolio) ● Coloured overlays ● Individual task cards ● 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 ● PIVATS - The use of P scales will be used for pupils working below NC standards <p><u>Reading interventions</u> - Nesy, Precision Teach, Bounce back phonics, Rocket readers, Phonological Awareness pack (for those who are below Phase 2 and need pre phonics work), Toe by Toe</p> <p><u>Spelling</u> - Precision Teach, Toe by Toe, Nesy</p> <p><u>Maths interventions</u> - Timetables, First class at number 1 (aimed at Y2 chn), Power of 2</p>	<ul style="list-style-type: none"> ● Breaking targets down into SMART targets - ● Regularly assessing progress ● Involvement of a multi disciplinary team including Educational Psychologist, specialist teachers, Dyslexic specialist ● Increased 1:1 targeted intervention and precision teaching time ● Alternative curriculum planned for by SENCO or teacher ● Extra time ● Readers ● Screening tools



Communication and Interaction		
Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> Peer support (group working/partner work) Nur/Rec chn assessed at beginning of year using WELCOMM Whole school ELKLAN training Colourful Semantics used across school during QFT teaching. Communication Commitment (whole school trained in ELKLAN L1 including - <ul style="list-style-type: none"> visual timetables Task planners for all pupils Visuals for behaviour Mind maps Word of the day Blank levels for reading and playtime questions. Elklan Training L3 - TC, PS, RH, RG . CFS Word of the week/Blank levels questions in across school Use of Tales Toolkit to promote story telling/language Communicate work with EY staff 2-3 times per half term based on our training and development needs Early Years Staff - all Hanen Trained - 2022/2023 Adaptive technology for communication · ipads Adaptive technology for recording knowledge - clicker, notes, ipads Adaptive seating and working areas - work stations for those who need. Modelling - visual, orally Instructions supported by visuals, diagrams and images. Chunked into small steps 10 second rule for processing time Explicit expectation of interaction. All EYFS staff Makaton trained - daily offer Scaffolds eg story maps, story boards, flow charts 	<ul style="list-style-type: none"> Social/Nurture Groups Lunch Club Now and Next board Welcomm big book of ideas Communicate to work with targeted children and targets identified. Communicate commissioned to assess children on caseload regularly and provide detailed report Use of scribe when generating ideas Pre-teaching and over learning strategies <p><u>Communication and Interaction Interventions</u></p> <ul style="list-style-type: none"> Time to talk intervention - social communication Lego Therapy (to be developed next year) Early Talk Boost (Early Years) with focus on vocabulary building Talk Boost - Rec/KS1 Colourful Semantics SALT interventions - black sheep press, speech sounds 	<ul style="list-style-type: none"> Speech and Language Therapist involved and specific plan followed. Implement support through Makaton, PEcs, intensive interaction etc. APDR meetings and review of progress Personalised visual organiser / planners Home school communication (email) to communicate with parent and carers. Time out strategies / Calm down space / Safe Space



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Social, Emotional and Mental Health		
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<ul style="list-style-type: none"> ● Behaviour Management strategy - Ready and Respectful language ● Early communication with parents ● Buddies - Y6/Reception ● Resilience Curriculum. ● Jigsaw PSHE scheme of work ● Operation encompass ● ALL KS2 staff and Welfare mental health first aid trained ● Wellbeing champion in EY - S.Holmes School age-C.Hammond/B.Oakes ● A culture and climate based on positivity, love and nurture (2 positive comments to one negative) ● Praise is specific and named ● Pupil jobs to raise self-confidence and responsibility ● A staff team who see 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 ● RSE policy and programme to support key skills for being ready and fit for their future ● Regular opportunities to support peer-to-peer coaching and mentoring 	<ul style="list-style-type: none"> ● Lunch Club ● Handle with care board ● Nurture group- opens when needed ● Lunch time club ● Resilience committee ● Check in with member of staff ● CYWP support ● Early Help and Resilience worker support ● 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 – resources in class / COVE ● Movement Breaks ● Zones of regulation work ● Emotion station in class ● Individual rewards ● Count down timers ● Positive praise outweighing negative 	<ul style="list-style-type: none"> ● Team teach trained staff ● CAMHS worker ● CASHER ● Child in Need plan ● Friendship groups ● Educational Psychologist input and recommendations ● Social worker input ● Self esteem development ● Lego Therapy - to be developed ● Personalised provision work from APDR ● Strategies: post it notes to avoid calling out, blocked time learning, chunk instructions, fiddle toys used, transiti ● ACE training and support for staff working with children with known ACE's.



Physical and Sensory

Universal Provision	Targeted Support	Specialist Provision
<ul style="list-style-type: none">• AET training for all staff• Physical Aids to support access to the curriculum pencil grips, writing slants, adapted scissors · Specialist seating• 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• Sensory aids – headphones, chews, fidgets• Sensory stimulation aids - auditory, visual proprioceptive and oral stimulation	<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 vest<ul style="list-style-type: none">• Touch Typing Programme - <i>Dance Mat</i><ul style="list-style-type: none">• Dough disco• Visual Perception Intervention• Fine motor programmes - <i>Write from the start</i>• Gross and Fine motor skills programme - <i>Motor skills united</i><ul style="list-style-type: none">• Increased activities for fine motor skills• Increased activities for gross motor skills• Programme to reduce tactile defensiveness	<ul style="list-style-type: none">• Work towards sensory and physical outcomes outlined in the EHC Plan<ul style="list-style-type: none">• Breaking targets down into SMART targets<ul style="list-style-type: none">• Regularly assessing progress ·• Involvement of a multi disciplinary team including ·<ul style="list-style-type: none">• Occupational Therapist /Physiotherapist• Implementing OT programmes ·• Implementing Physio programmes ·• Implementing sensory assessments plans• Staff to seek support from professionals (HI / VI / EP /ST)• Provide additional equipment i.e Easy grip scissors, tools, pen, pencils; Sloping writing wedge; Present work in a different format;<ul style="list-style-type: none">• Clear, non ‘busy’ worksheets; Questions numbered to help with sequencing of task; Reading/marker ‘window’;• Covering over part of a worksheet that is not being worked on to reduce distraction; Do not ask visually impaired



Referral Process for Children with SEND at Westcliff

