

**Keystone Academy Trust**

**Bourne Westfield Primary Academy and Nursery**

**Provision Overview**

**September 2022**

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| **Cognition and Learning** |
| **High Quality Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap** | **SEN Support** |
| * Pupil’s name and eye contact established before giving instructions
* Clear and simple instructions, breaking down longer instructions into one step at a time
* Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary
* Pre-teach vocabulary
* Check for understanding by asking the child to repeat/explain to a response partner or adult
* Lots of adult modelling
* Provide writing frames
* Use of visual timetables
* Ask child/adult supporting child to jot down key points/instructions
* Give the child thinking time before response is needed
* Visual cues and prompts, key vocabulary displayed/available, working walls, word mats
* Collaborative working opportunities - mixed ability pairs/talk partners
* Repetition, overlearning and reinforcement of skills
* Tasks simplified or extended (differentiation)
* Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT
* Pencil grips, writing boards, harder pencils
* Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying
* Avoid black pen on whiteboard, use blue or green instead
* Multi-sensory approach to learning
* Seat child at front of class near to whiteboard
* Provide individual copy of resources
* Provide individual whiteboard to make notes and reduce copying from board
* Provide titles, learning objectives etc. to avoid excessive writing
 | * Group literacy intervention
* Group numeracy intervention
* First Class@number
* Success@arithmetic
* HFW games/spelling practice groups
* Phonics intervention
* Reading comprehension intervention
* 1-1 reading practice with CT, TA, Students, parents
* Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons
* Fluid intervention following lesson to ‘plug gaps’
* Memory games and activities
* Visual and tracking exercises suggested by Visual Stress clinic e.g. Rainbow Readers tracking exercises
 | * Precision Teaching for literacy and numeracy key facts
* Alphabet Arc - multi-sensory intervention for spelling
* Sound Linkage
* Paired Reading
* Word Hornet
* Word Wasp
* Plus 1 and Power of 2 maths coaching
* SOS Spelling
* Lucid Memory Intervention
* Toe by Toe
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| **Communication and Interaction** |
| **High Quality Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap** | **SEN Support** |
| * Pair the child up with an able child who can lead and model a conversation
* Initial adult support which can be removed when child is feeling more confident
* Preparation (pre-warning) for change of activity or lesson
* Visual prompts and cues
* Prompt cards for group roles and conversation skills
* Simple social stories for helping a child to understand what to do/what is happening in certain situations
* Clear and simple explanations, one step at a time
* Reduce instructions into smaller easier to understand steps
* Extra time to process what has been said
* Check understanding by asking them to repeat
* Talk partner opportunities
* Pre-teaching of subject vocabulary
* Application of specific speech targets during the day
* Model correct pronunciation by repeating correctly
 | * Small social skills group intervention
* Small friendship skills group intervention
* Language group - vocabulary, verbs, negatives, pronouns etc.
* Activities from the First Call resource
* Wellcom programme
* Lego Based Therapy
 | * Individualised SALT programme
* Individual vocabulary wordbook
* Colourful Semantics programme
* Personalised Social Stories to support the child with how to respond in different situations
* Now/Next approach to break lessons into smaller chunks
* Now/Next approach to model task and then reward
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| **Social, Emotional and Mental Health** |
| **High Quality Teaching (All Pupils)** | **Enhanced Provision – narrowing the gap** | **SEN Support** |
| * Clear whole school behaviour policy to be followed
* Reinforcement of rules – visual prompts to support
* Consistent use of rewards and sanctions
* A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time
* Social seating and proximity to teacher
* Positive praise
* Time out systems within the classroom and beyond
* Structured routines and clear guidelines
* Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough
* Movement breaks
* Use of calming or fiddle toys
* Own designated carpet/seating space
* Use of sand timer to provide visual cues and limit on activities
* Individual reward systems
* Restorative Practice
 | * Attachment object (keeping in mind)
* Regular, short sensory breaks
* Talk About intervention
* Socially Speaking intervention
* Sensory Circuits
* Lego Based Therapy
* Feelings Detectives
 | * Identified key attachment figure/s
* 1:1 mentoring time
* Access to time out area or distraction free environment when required
* Use of De-escalation plan
* Personalised Social Stories to support the child with how to respond in different situations
* Now/Next approach to break lessons into smaller chunks
* Now/Next approach to model task and then reward
* Personal visual timetable
* Designated work space with possible screen to prevent distractions
* Incredible 5-point Scale activities
* Stress Bucket activities
* Bespoke Therapeutic Counselling
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| **Sensory and/or Physical** |
| **High Quality Teaching - All Pupils** | **Enhanced Provision – narrowing the gap** |  **SEN Support** |
| * Reduce background noise to improve acoustic environment and seat pupil away from background noise
* Consider seating according to needs and position near teacher
* Uncluttered and well organised learning environment and materials
* Good lighting
* High colour contrast materials, including on whiteboard
* Good quality print and photocopying
* Pre-prepared work with date/LO etc.
* Electronic copies of work
* Individual copies of resources, printing, materials etc.
* Pencil grips
* Chunky pencils
* Specialist writing pens
* Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc.
 | * Use of individual laptop
* Fine motor skills interventions through ‘First Move’ activities
* Write from the Start intervention
* Sensory Circuits
 | * Use of Makaton or British Sign Language
* Use of Braille
* Use of Radio Aid (FM) system, hearing aids etc.
* Individual programmes e.g. Physiotherapy, occupational therapy
* Specialist seating e.g. Hokki stool, Zuma rocker
* Specialist equipment e.g. caring cutlery, writing slope, bumpy cushion, seating wedge
* Modified resources e.g. enlarged print
* Ear defenders
* Mouthing toys/soothers/chew toys
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