

**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 |