



Keystone Academy Trust
Bourne Westfield Primary Academy and Nursery
Provision Overview

September 2022

Cognition and Learning		
High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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

Communication and Interaction		
High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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

Social, Emotional and Mental Health		
High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Attachment object (keeping in mind) ❖ Regular, short sensory breaks ❖ Talk About intervention ❖ Socially Speaking intervention ❖ Sensory Circuits ❖ Lego Based Therapy ❖ Feelings Detectives 	<ul style="list-style-type: none"> ❖ 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

Sensory and/or Physical

High Quality Teaching - All Pupils	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ Use of individual laptop ❖ Fine motor skills interventions through ‘First Move’ activities ❖ Write from the Start intervention ❖ Sensory Circuits 	<ul style="list-style-type: none"> ❖ 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