



## Stockton Primary School Provision Map 2021 -22

This document reflects the current provision available at Stockton Primary for children with additional needs. This is a working document and practice is constantly evolving as needs change. New programmes and interventions will be deployed as required. This map will be updated termly. Pupils on the SEND register have individual paper work which details the specific support they receive from the targeted and specialist columns – ILPs are also created which detail SMART targets – reviewed on a 6 weekly cycle.

	<b>Universal</b>	<b>Targeted</b>	<b>Specialist</b>
<b>Cognition and Learning Needs</b> <ul style="list-style-type: none"> <li>• Low levels of achievement</li> <li>• Phonological and short term memory difficulties</li> <li>• Struggle to acquire new skills</li> <li>• Difficulty with abstract ideas</li> <li>• Speech and language issues</li> <li>• Gross/fine motor problems</li> <li>• Difficulties in specific skills such as sequencing, ordering</li> <li>• Low self-esteem</li> <li>• Dyscalculia</li> </ul>	<p><b>High quality first teaching</b>  <b>All staff have a sound understanding of child development and expertise in the year group in which they teach</b>  <b>The school is fully inclusive and has high expectations for all children</b>  <b>All children receive quality first teaching which includes adapted approaches to meet the differing needs of pupils – e.g.</b></p> <ul style="list-style-type: none"> <li>• Clear and simple instructions</li> <li>• Clarifying vocabulary</li> <li>• Checking for understanding</li> <li>• Pre-teaching of vocabulary</li> </ul>	<p><b>Additional interventions which are time-limited and specific. Often delivered to a group of children with a similar need. This can consist of in class TA support or group work delivered outside of the classroom.</b>  <b>Targeted support includes –</b></p> <ul style="list-style-type: none"> <li>• Therapies (interventions) which are delivered as a result of PIXL assessments – short sessions to address gaps in learning predominantly in English and maths – SMART targets which are measurable</li> <li>• Catch up sessions to reinforce learning in key skills e.g. additional</li> </ul>	<p><b>Bespoke interventions/support for a small % of children who require specialised provision in order to address their needs. These specialist programmes include –</b></p> <ul style="list-style-type: none"> <li>• Memory fix to support the acquisition of improved working memory</li> <li>• Use of specialist resources such as communicate in print</li> <li>• Specific interventions such as ‘Language for Thinking’</li> <li>• Access to assessments carried out by specialist teacher with recommendations put in place</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Consistent use of positive language and praise</b></li> <li>• <b>Success criteria</b></li> <li>• <b>Note taking facilities</b></li> <li>• <b>Time for response</b></li> <li>• <b>Consistent use of key terms</b></li> <li>• <b>Use of visuals</b></li> <li>• <b>Practical approach to learning</b></li> <li>• <b>Collaboration with peers</b></li> <li>• <b>Talk partner work</b></li> <li>• <b>Key vocabulary displayed</b></li> <li>• <b>Word mats</b></li> <li>• <b>Number mats</b></li> <li>• <b>Times tables squares</b></li> <li>• <b>Repetition and reinforcement of skills</b></li> <li>• <b>Tasks adapted to learning needs</b></li> <li>• <b>Visually supportive environments</b></li> <li>• <b>Flexible groupings</b></li> <li>• <b>Writing frames</b></li> <li>• <b>Resources for drafting ideas</b></li> <li>• <b>Use of WAGOLL</b></li> </ul>	<p><b>phonics sessions for those experiencing challenge in this area</b></p> <ul style="list-style-type: none"> <li>• <b>Use of coloured overlays and other coloured resources</b></li> <li>• <b>Use of reading rulers</b></li> <li>• <b>High level of 1:1 support in class</b></li> <li>• <b>Group intervention – Inference Training for upper KS2 reading – measurable outcomes</b></li> <li>• <b>Access to a range of practical resources in every lesson – numicon, dienes etc.</b></li> <li>• <b>Power of 1</b></li> <li>• <b>Plus 2</b></li> <li>• <b>Additional reads with an adult</b></li> <li>• <b>Precision teaching</b></li> <li>• <b>Access arrangements for SATS and other assessments</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Access to educational psychology and follow up actions</b></li> </ul>
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<p><b>Communication and Interaction Needs</b></p> <ul style="list-style-type: none"> <li>• Inability to hold a conversation (age appropriate)</li> <li>• Difficulty in forming and retaining relationships</li> <li>• Anxiety</li> <li>• Difficulty with transitions</li> <li>• Difficulty with unstructured situations</li> <li>• Difficulty with social situations – inability to ‘read’ people</li> <li>• Difficulty in predicting others</li> <li>• Rigid thinking – strong routines and rituals</li> <li>• Difficulty understanding the rules of social interaction including rules of politeness/manners</li> <li>• Attention and conversation focussed on own needs and interests</li> <li>• Extreme reactions – struggle with measured responses</li> </ul>	<p>Staff receive training in conditions which impact upon a child’s ability to communicate and interact with other e.g. ASC training delivered on 1<sup>st</sup> November 2021, attachment disorder, ADD, ADHD. The SENDCO and specialist teacher ensure that staff are given support and advice on a regular basis.</p> <ul style="list-style-type: none"> <li>• Clear language in first teaching – no sarcasm – explain double meaning, idiom etc</li> <li>• Visual prompting and cues</li> <li>• Systematic organisation of independent learning and tasks</li> <li>• Clear rewards and praise</li> <li>• Changes in pace and pitch of learning</li> <li>• Calm, supportive learning environment established</li> <li>• regular training for all staff in this area of need</li> </ul>	<ul style="list-style-type: none"> <li>• social skills intervention such as ‘Time to Talk’, ‘lego therapy’</li> <li>• visual timetable</li> <li>• now and next board/tube</li> <li>• one page profile detailing likes/dislikes/triggers etc.</li> <li>• high level of visuals in working area</li> <li>• workstation</li> <li>• sensory breaks</li> <li>• use of fiddle toys</li> <li>• social stories</li> <li>• area for self-regulation (tent)</li> <li>• TA support for regulation</li> <li>• Zones of Regulation literacy</li> <li>• Use of the ‘Incredible 5 Point Scale’</li> <li>• Drawing and Talking Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised programmes</li> <li>• Involvement from SENDSUPPORTED – reports and advice from Leo Berry (ASC specialist)</li> <li>• 1:1 intensive support</li> <li>• SALT programme of intervention</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Issues with rules</b></li> <li>• <b>Dislikes close proximity to others</b></li> <li>• <b>Echolalia</b></li> <li>• <b>Lack of responses inhibitions</b></li> <li>• <b>Literal understanding</b></li> <li>• <b>Physically challenging behaviour</b></li> <li>• <b>Selective mutism</b></li> <li>• <b>Speech difficulties</b></li> </ul>			
<p><b>Speech and Language Needs</b></p> <ul style="list-style-type: none"> <li>• <b>Speech which is difficult to understand</b></li> <li>• <b>Difficulties in forming speech sounds</b></li> <li>• <b>Difficulty with auditory skills</b></li> <li>• <b>Poor decoding skills – phonics</b></li> <li>• <b>Difficulties with receptive and/or expressive language</b></li> <li>• <b>Difficulty with processing</b></li> <li>• <b>Comprehension issues</b></li> <li>• <b>Impoverished vocabulary</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>high quality teaching of phonics – from Phase 1 - 6</b></li> <li>• <b>oral blending and segmenting</b></li> <li>• <b>additional phonics sessions</b></li> <li>• <b>attention and listening activities</b></li> <li>• <b>consistent support reinforcing speech sounds</b></li> <li>• <b>additional time for processing</b></li> <li>• <b>expert modelling of accurate grammatical structures in speech</b></li> <li>• <b>expert modelling of speech sounds</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Targeted speech groups</b></li> <li>• <b>Use of talking postcards/tin lid</b></li> <li>• <b>Makaton</b></li> <li>• <b>Targeted comprehension groups</b></li> <li>• <b>inference training</b></li> <li>• <b>Language for Thinking intervention</b></li> <li>• <b>Word wizard intervention</b></li> <li>• <b>Wellcomm Screening and subsequent interventions from the ‘Big Book of Ideas’</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Referral to SALT</b></li> <li>• <b>Intervention programmes based on the recommendations of professionals such as SALT</b></li> <li>• <b>some interventions same as those linked to communication and interaction – dependent upon need</b></li> </ul>

	<ul style="list-style-type: none"> <li>• pre-teaching of subject related vocabulary</li> <li>• whole school emphasis on vocabulary development in all lessons</li> <li>• talk partner and group work to promote oracy</li> <li>• guided reading</li> <li>• whole class reading lessons</li> </ul>		
<b>SEMH Needs</b> <ul style="list-style-type: none"> <li>• anxiety or stress</li> <li>• seeking frequent adult support and attention</li> <li>• withdrawn/tearful</li> <li>• meltdown</li> <li>• attendance diminishing</li> <li>• school refusal</li> <li>• failure to make progress</li> <li>• frustration/disillusion</li> <li>• vulnerable</li> <li>• bullying, manipulation, exploitation</li> <li>• unpredictable behaviour</li> <li>• uncooperative</li> <li>• low self-esteem</li> <li>• low mood</li> <li>• eating disorders</li> <li>• self-harming</li> <li>• phobias</li> </ul>	<ul style="list-style-type: none"> <li>• whole school ethos which promotes a culture of supporting social, emotional and mental health</li> <li>• PSHE curriculum which addresses and supports a range of issues</li> <li>• Clear policy for behaviour for learning</li> <li>• Clear policy for behaviour and staff conduct</li> <li>• Monitoring of social and emotional wellbeing</li> <li>• Reward system</li> <li>• Good links with home/parents</li> <li>• Celebration of events/days such as</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully considered groupings/partnerships in classrooms</li> <li>• Drawing and Talking Therapy</li> <li>• Nurture based activities</li> <li>• Counselling sessions delivered by Kate Hunt of Snowford Grange</li> <li>• Mediation/restorative strategies</li> <li>• Sensory breaks</li> <li>• Thinking time</li> <li>• Access to quiet space/time out</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO supports identification of those with greater needs</li> <li>• Referral to educational psychology with recommendations implemented</li> <li>• Referral to projects such as 'Taking the reins'</li> <li>• Art therapy</li> <li>• Highly personalised curriculum</li> <li>• Learning mentor deployed from SENDSUPPORTED to support with pupil and family</li> <li>• CBT sessions</li> </ul>

	<p><b>‘random acts of kindness’</b></p> <ul style="list-style-type: none"> <li>• <b>Regular constructive feedback</b></li> <li>• <b>Recording of behaviour/concerns via Cpoms – allows for analysis and action</b></li> <li>• <b>Curriculum content covering a wide range of issues e.g. carefully selected texts which address social/emotional issues</b></li> </ul>		
<p><b>Physical and Sensory Needs</b></p> <ul style="list-style-type: none"> <li>• <b>Hearing issues</b></li> <li>• <b>Sight issues</b></li> <li>• <b>Attention, concentration, speech issues</b></li> <li>• <b>Difficulty with working, short and long term memory</b></li> <li>• <b>Poor phonological awareness</b></li> <li>• <b>Impaired auditory perception</b></li> <li>• <b>Issues with acoustic environments</b></li> <li>• <b>Gross/fine motor issues</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>School site is adapted for those with mobility needs – ramps, disabled toilets etc.</b></li> <li>• <b>All classrooms facilitate a calm purposeful atmosphere</b></li> <li>• <b>Classrooms are well organised and clutter free</b></li> <li>• <b>EYFS is developing an environment which does not over stimulate</b></li> <li>• <b>Modified resources where needed e.g. braille, enlarged print</b></li> <li>• <b>Specialised equipment such as writing slopes,</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sensory breaks</b></li> <li>• <b>use of equipment to reduce sensory pressure – ear defenders, ear buds, reduced lighting</b></li> <li>• <b>safe/quiet place supplied</b></li> <li>• <b>quiet room available</b></li> <li>• <b>provision at lunchtime and break which is away from the main playground</b></li> <li>• <b>one page profiles to ensure all staff/supply staff are aware of needs</b></li> <li>• <b>plans to support evacuation in the event of fire or emergency</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Specialist support from SENDSUPPORTED-sensory profiling</b></li> <li>• <b>Support from educational psychology</b></li> <li>• <b>Support from SALT</b></li> <li>• <b>Support from physiotherapy</b></li> <li>• <b>Support from occupational therapy</b></li> <li>• <b>Support from complex learning team</b></li> </ul>

<ul style="list-style-type: none"><li>• <b>Sensory processing needs</b></li><li>• <b>Mobility issues</b></li><li>• <b>Difficulty managing physical needs independently</b></li><li>• <b>Support needed for self-care</b></li><li>• <b>Accessing standard classroom equipment</b></li><li>• <b>Sensory issues linked to sound, texture, smell, touch</b></li><li>• <b>Food intolerance and sensitivity</b></li></ul>	<p><b>wobble cushions, ear defenders, weighted blankets and toys available to all children who need them</b></p> <ul style="list-style-type: none"><li>• <b>Key focus on physical development in the EYFS</b></li></ul>	<ul style="list-style-type: none"><li>• <b>TA support for mobility and self-care needs</b></li></ul>	
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