

Westmorland Primary School Inclusive Provision Map

Cognition and Learning: Individualised

- SEN support plan
- EP referral
- EHCP referral

Communication and Interaction: Individualised

- SALT referral & ITP or CAP
- I:I SALT
- SEN support plan
- EP referral
- Autism referral
- ADHD referral
- EHCP

Cognition and Learning : Targeted Universal

- In class:**
- Inclusion service observations and feedback
 - EDS assessment
 - Additional I:I reading
 - Timers to indicate task time
 - Additional time to complete a task
 - Task planners with visuals
 - Additional movement breaks
 - Pre-teach vocabulary
 - Written, verbal or visual scaffolds
 - Now and next planner
 - Assistive technology e.g recording device, reading pen, ipad, laptop

Communication and Interaction: Targeted Universal

- In class:**
- Inclusion service observations and feedback
 - Pre-teach vocabulary
 - Reflect back correct speech rather than correcting
 - Bilingual assistant support
 - Whole class NELI

Interventions:

- Phonics boost
- Reading phonics boost
- Reading support
- Fred's Fluent in Five
- Memory Magic
- Working memory programme

Cognition and Learning: Universal

Classroom environment:

- Key vocabulary displayed
- Purposeful and clutter free working walls

Teaching:

- Adaptive teaching to suit identified needs and stage of learning
- Tasks are broken down into manageable steps to support cognitive load
- Metacognitive strategies; talking about learning, thinking aloud the process
- Activities develop skills which will support independent learner behaviour
- Concrete resources and/or multisensory learning
- CPA approach
- Opportunities given to record in different ways e.g. video, photos, role play
- Repeated learning
- Colourful Semantics
- Dual Coding
- Modelling is used to support understanding
- Collaborative learning
- Processing time given & key words emphasised
- Language is at appropriate developmental level
- Clear, simple instructions supported with Makaton and/or objects of reference
- Timely feedback
- Movement/Brain breaks

Communication and Interaction: Universal

Teacher knowledge: Language assessments on entry to school (Nursery Wellcomm, Reception NELI, KSI & KS2 SALT assessment)

Classroom environment:

- Good listening cues displayed and referred to

Teaching:

- Teach and model language and sentence structure
- Language is at appropriate developmental level
- Use child's name as a cue to listen
- Processing time given & key words emphasised
- Clear, simple instructions supported with Makaton and/or objects of reference
- Additional time to answer questions
- Repeat and expand sentences to model more complex language when needed
- Adults say what they mean, avoiding sarcasm or abstract vocabulary
- Vocab acquisition
- Repeated learning

Interventions:

- Wellcomm groups
- NELI groups
- Narrative
- Talking Mats
- Lego therapy
- Language for thinking
- Language for behaviour and emotions

Beneficial for All Areas of Need

- Transitions with previous year groups and other settings.
- Knowledge of child's strengths and areas of need.
- Calm learning environment with distraction free whiteboard area.
- Specific praise recognises progress and effort, not just achievement.
- Resources are labelled with text and image.
- Visual timetable clearly displayed and used.
- Structured, consistent routines.
- Planned Teacher and TA support for all children.
- A 'speak out' culture so children can seek support and their contributions are valued
- Celebration of Warrior values daily and through Friday rewards.
- Communication with parents and carers, signposting them to support, parent padlets and courses where applicable.



SEMH: Targeted Universal

- In class:**
- Inclusion service observations and feedback
 - Identified member of staff for meet and greet
 - Behaviour chart targets
 - Calming strategies taught

Social, emotional and mental health: Universal

- Meet and Greet
- Access to pastoral team
- CPOMs use to record behaviour and concerns
- Zones of regulation scaling display is used
- Worry Monster/ask it basket
- PSHE association curriculum
- Reactive and planned circle times
- Whole class yoga
- Team Teach De-escalation strategies
- Clear, simple language used
- Positive relationships
- All adults adhere to the behaviour policy
- Use of peg chart and agreed time out system
- Warrior values rewarded
- Adults say what they mean, avoiding sarcasm or abstract vocabulary

Sensory and Physical: Universal

- Pale backgrounds and accessible fonts on all displays and interactive whiteboard materials
- Visualizer
- Sound field system
- Clear visual information on matt surfaces to reduce glare
- Opportunities to write in different ways with high sensory feedback e.g. foam, sand, paint
- Concrete resources/multisensory approach
- Movement/Brain breaks
- Dough gym/ funky fingers activities
- Highly proprioceptive PE activities— e.g. crawling, climbing, swinging

Sensory and Physical: Targeted Universal

- In class:**
- Weighted resources
 - Wobble cushion
 - Fiddle toys
 - Sloped writing stand
 - Chewlery
 - Ear defenders
 - Distraction board
 - Spring scissors
 - Pen grips
 - Yellow books
 - Reading rulers

- Interventions:**
- Talking mats
 - Drawing and talking
 - ELSA
 - Turn the Page sessions
 - Lego therapy
 - Social skills group
 - Language for behaviour and emotions
 - Life skills group
 - Transition group
 - ABSA work

- Interventions:**
- Sensory circuits
 - Heavy lifting activities
 - MSU
 - Handwriting intervention group
 - Happy Hands
 - Planned high intensity outdoor activities

SEMH: Individualised

- Primary Jigsaw referral
- CAHMS referral
- Adjusted school day
- EP referral
- EHCP referral
- Emotional health and wellbeing team for Children in Our Care (CIOC)

Sensory and Physical: Individualised

- Classroom seating specific to hearing and/or vision need
- I pad linking to the interactive whiteboard content
- Support selecting dinners and trying new foods
- HVSS support
- Toileting plan
- OT referral
- Specialist chair