

Norton C P School Provision Map 2023-2024

The support listed below shows the provision available in school for pupils:

	<u>All pupils</u> Quality First Teaching	<u>Catch Up/Booster</u> The progress of these pupils will be monitored.	<u>SEN Support</u> These pupils will be on the SEN register and have a SEN Support plan.	<u>Education & Health care plan</u> These pupils will have set outcomes and provision in Section F of their plan.
	Wave 1	Wave 2	Wave 3	
General provision across Norton C P School	<p>All adults have high expectations and seek to promote independence and self-care needs wherever possible.</p> <p>Students individual progress is monitored through regular formative and summative assessment.</p> <p>Support is co-ordinated by the class teacher.</p> <p>There is regular communication between the class teacher and home to discuss progress and support.</p> <p>All children receive a school report during the Summer Term each year.</p>	<p>All adults have high expectations and seek to promote independence and self-care needs wherever possible.</p> <p>Students individual progress is monitored by the class teacher, head teacher/ SENCo, and/or a SEN monitoring plan.</p> <p>Support is coordinated by the school's special educational needs co-ordinator (SENCo) working together with the class teacher.</p> <p>There is regular communication between the class teacher and home to discuss progress and support. This happens at least three times per year, usually at parent evening.</p>	<p>All adults have high expectations and seek to promote independence and self-care needs wherever possible.</p> <p>Students individual progress is monitored by the class teacher through a SEN support plan, supported by the SENCo.</p> <p>Support is coordinated by the school's SENCo, together with the class teacher.</p> <p>There is regular communication between the school, home and educational professionals to discuss progress and support. This happens at least three times per year, usually at parents evening.</p>	<p>Pupils who have an EHC plan will have their outcomes and provision that will vary according to their individual needs. This provision is coordinated by the schools SENCo, together with the class teacher. This is also monitored by NYC.</p> <p>Students individual progress is monitored by the class teacher, supported by the SENCo.</p> <p>Teachers/parents should refer to their child's EHC plan, specifically the outcomes in Section F.</p> <p>There is regular communication between the school, home and educational professionals to discuss progress, outcomes and goals which will be reviewed termly by the class teacher (supported by the SENCo), There will also be an Annual Review each school year to update the EHC plan.</p>

Norton C P School provision by SEN category

Area of Need	All pupils, where appropriate Quality First Teaching	<u>Catch Up/Booster</u> The progress of these pupils will be monitored.	<u>SEN Support</u> These pupils will be on the SEN register and have a SEN Support plan.	<u>Education & Health care plan (EHCP)</u> These pupils will have set outcomes
	Wave 1	Wave 2	Wave 3	
Cognition and Learning	<p>Teaching and learning are planned based on regular assessment.</p> <p>Differentiated curriculum planning, activity/task delivery and outcomes to meet the needs of all abilities.</p> <p>Formative feedback is given to pupils through marking and verbally on a regular basis.</p> <p>Pupils are supported to understand new learning, and keep on task.</p> <p>A range of different teaching approaches and resources are used to ensure all pupils can access learning. Such as:</p> <ul style="list-style-type: none"> - visual aids/concrete modelling etc (e.g. key words/vocabulary, common exception word mats, number squares). - top tips & success criteria - grouping (ability or mixed), paired work - visual timetables. - use of writing frames, mind maps, pre-prepared formats - dictionaries (Illustrated where approp.) - access to an iPad/laptop - in class support from a TA/ teacher. - focused group work with teacher/ TA eg guided reading/writing. - key skills sessions (recap & revisit regularly) - individual reading with a T/TA. - Read Write Inc. tutoring - Numicon - Dyslexia friendly screens/paper/classrooms - Personal targets - Working walls - Purposeful/visual screen on SMART boards - Reading/TT Rockstar charts 	<p>Learning is provided within small groups (max 6 pupils) in lessons where students experience difficulty.</p> <p>Pre-teach - Students have access to key information in advance of whole class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group.</p> <p>Adaptations are made to daily routines or the environment to accommodate individual needs (this could include movement breaks/ individual visual timetable/ T/TA prompts and instruction sheets).</p> <p>Booster groups and catch up groups may include:</p> <ul style="list-style-type: none"> - Booster Maths Groups - calculation & multiplication - 1stclass@Number (Year 2) - Booster English Groups - Individual daily/regular reading with T/TA at least 3 times per week. - Handwriting intervention - Reading comprehension intervention - RWI tutoring (Keep up not catch up) <p>In class support from TA.</p>	<p>Advice sought from:</p> <ul style="list-style-type: none"> - Specialist Learning teachers (NYC Hub) - Educational Psychologists <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with external professionals.</p> <p>Individual or small group support is provided to help pupils achieve targets agreed with an external professional. This may include daily/ regular access to the provision in the Den.</p> <p>Interventions may include:</p> <ul style="list-style-type: none"> - Targeted English intervention groups - Targeted Numeracy intervention groups - Targeted Phonics intervention - RWI 1:1 tutoring/ Fresh Start Phonics - Additional individual reading. - Precision teach - Reading Intervention - Working memory intervention - small group or individual 	<p>As General EHCP provision plus:</p> <p>Provision is highly individual and based on each pupil's individual needs - refer to pupils EHC plan for provision expectations and</p> <p>1:1 highly supervised support as identified on individual pupil outcomes.</p> <p>Additional TA support within a small group - targeted</p> <p>Daily SALT program from therapist</p> <p>Highly differentiated & personalised programme of learning. Access to the Den where needed.</p> <p>Use of the Engagement Model to assess progress.</p> <p>Support/ advice from the NYC Cognition and Learning Hub</p> <p>Education Psychologist assessment and recommendations.</p> <p>Individual or small group support is provided to help pupils achieve targets agreed with an external professional.</p>

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	<ul style="list-style-type: none"> - Multi-sensory approaches - Time for child to talk/ explain thoughts - Fluid seating positions - Visual, auditory and kinaesthetic methods (see it-hear it-do it) - Mnemonics to aid memory - Metacognitive approaches to support self-esteem, self-confidence and thought processes. - Praise efforts/achievements (personal points) 	<p>Use of ACE dictionaries to support spelling (particularly useful for pupils with Dyslexia). Coloured overlays/ pages</p> <p>Screening programs used to identify pupils at risk of dyslexia/ dyscalculia (currently DL Lucid rapid and Dynamo maths).</p> <p>Copies of texts/calculations from IWB (so not struggling to copy from board)</p> <p>Clicker 7 programme to support recording of ideas.</p>	<ul style="list-style-type: none"> - Teodorescu/fine motor control intervention - Active Literacy Kit <p>Dyscalculia Screening - Dynamo Maths intervention following screening.</p> <p>SALT interventions and Episode care plans to enable pupils communicate wants, needs and thoughts effectively.</p>	
Communication and Interaction	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Curriculum planning, activities and outcomes are differentiated to meet individual needs.</p> <p>Key vocabulary is introduced and explained as part of new learning.</p> <p>Spoken language is adapted to make sure all children understand it (e.g. simplified language, visual prompts, modelling, gestures).</p> <p>Different modes of communication are used in teaching (e.g. visual, auditory and kinaesthetic). This will include the use of visual timetables and predictable routines.</p> <p>There are opportunities to develop speaking and listening skills in a group context.</p>	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is pre-taught/ provided on an individual or small group basis (pre-teach).</p> <p>Listening skills are actively developed through structured small group programmes of work. This may include in class support from T/TA with a focus on supporting speech and language.</p> <p>Visual aids are used in a planned and structured way to help students access work.</p> <p>Language skills are actively developed through structured small group</p>	<p>Appropriate advice is sought from:</p> <ul style="list-style-type: none"> - Speech and language therapists - Specialist communication and interaction teachers (NYC Hub) - Educational Psychologists <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with external professionals.</p> <p>Individual or small group support is provided to help students achieve targets agreed with an external professional.</p>	<p>As identified on the General EHCP provision section. Plus:</p> <p>Provision is highly individual and based on each pupil's individual needs - refer to pupils' EHC plan for provision expectations and goals.</p> <p>Advice and support from speech and language therapists. Daily SaLT program from therapist. Regularly reviewed by SaLT.</p> <p>Access to support from NYCC Hub specialist teachers.</p> <p>Input from Autism Team - part of the NYC Hub.</p>

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	<p>Use of visual cues to make verbal information meaningful.</p> <p>Inclusive universal support strategies include:</p> <ul style="list-style-type: none"> - Visual timetables/ personal timetables/ instructions/ expectations - Mixed ability pairs so children have good role models - Teaching and modelling standard English - Peer modelling - Allowing adequate thinking time for children to process information - Explicit, clear short instructions/language - clear and consistent class rules - Pre-teaching to support understanding and use of new vocabulary - Child to repeat the sentence out loud - Warning objects to communicate if they need help/space - Vocabulary Books/jotters to aid recollection - Emotion thermometers to communicate feelings - Use of gesture/ body language 	<p>programmes of work.</p> <p>Adaptations are made to the timetable to allow students to access targeted support, where needed.</p> <p>Adjustments/ booster groups may include:</p> <ul style="list-style-type: none"> - Teacher/ TA modelling/ coaching in a small group or 1:1. - Clicker 7 to create topic word banks (option to include visual clues as well) - Talk About programme- Developing Social Skills - Time to Talk scheme - Forest School activities - Mr Myers to promote speech, language and communication - Recording devices to record sentences/ideas - Say it then write it (orally rehearse) - 'Say less, stress more' language by teachers/ TAs - Wellcomm/NELI groups in EYFS. 	<p>Adaptations may include:</p> <ul style="list-style-type: none"> - Access provision in the school's Den. - Referral/Involvement of SALT (Speech and Language therapist) - Sign language - SALT daily/weekly care plan goals - Now and Next boards - Visual organiser (e.g. PECs) - 1:1 coaching - Use of technology - Nuffield Early Language Intervention (F2) - Wellcomm/ Early Talk Boost (F1) - NELI - F2 - Literacy Launchpad tracking - Verbo (KS1-KS2) - Break instructions into single steps - 'Chunk' tasks - Referral to The Retreat for ASD assessment through external professionals. 	<p>Daily access to the school's Den.</p> <p>ICT - Writing with Symbols & other tech equipment.</p> <p>Highly personalised and differentiated learning programme.</p> <p>TA support at key periods throughout the day (16 hours+) or as stated on EHC.</p> <p>Reports from any formal assessments (e.g. The Retreat) discussed and recommendations implemented.</p>
<p>Social, Emotional and Mental Health</p>	<p>Whole school PSHE curriculum supports the social and emotional development of all pupils.</p> <ul style="list-style-type: none"> - PSED curriculum activities and resources - THRIVE approach used by all staff 	<p>Pupils have access to group interventions to develop social and emotional skills and/or social inclusion.</p> <p>Pupils receive regular and planned</p>	<p>Appropriate advice is sought from a:</p> <ul style="list-style-type: none"> - Mental Health Professional - Medical professional (e.g. 	<p>As identified on the General EHCP provision section. Plus:</p> <p>Provision is highly individual and based on each pupil's individual</p>

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<p>It is also important to follow the Safeguarding procedures where necessary</p>	<p>A whole-school relational behaviour policy is applied consistently throughout school.</p> <ul style="list-style-type: none"> - Whole school/class contract (Bee Rules in EYFS) - Clear and consistent expectations - Visual Timetable - Countdown strategy - whole school - Class target/reward and sanction systems - Sharing tools (e.g. sand timers) <p>There are a range of different ways for pupils to share worries and concerns with adults in school, such as:</p> <ul style="list-style-type: none"> - Circle time - Pastoral support from Leadership team. - Mental Health First Aiders - Worry Button - website - Termly well-being questionnaire (KS2). - Pupil Voice - NHS Wellbeing Team activities <p>Praise, rewards and encouragement are used throughout the school:</p> <ul style="list-style-type: none"> - Personal Points - Metacognition - Assemblies (Good work, class and inspire) - Wow work (Wow moments in EYFS) - Norton Values and British values - Praise postcards <p>Support to help pupils make positive transitions (EYFS to KS1/ KS1 to KS2/ KS2</p>	<p>support from a key person, such as a Mental Health first aider or Mrs Parker and Mrs Bates.</p> <p>Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts/ dysregulation (as detailed in the school relational behaviour policy)</p> <p>A range of social activities are available, with supervision and support as required.</p> <p>A comprehensive PHSE curriculum is in place to develop social skills.</p> <p>Social skills are actively developed through structured small group programmes of work. This may include:</p> <ul style="list-style-type: none"> - invite only social/activity clubs managed by Mr Myers which may include Forest School/ Enrichment activities - Talk About - Developing Social Skills - Time to Talk - Cooking club - Creative club - Lunch club - THRIVE small group intervention. - NHS Wellbeing Team workshops <p>Other strategies at this level may</p>	<p>paediatrician, consultant)</p> <ul style="list-style-type: none"> - Specialist teachers (NYC Hub) - Educational Psychologist <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the student achieve targets agreed with an external professional.</p> <p>Other interventions/ strategies may include:</p> <ul style="list-style-type: none"> - Individual reward system - Social Stories. - Lego Therapy - Sand Therapy - Drawing and Talking - Circle of friends - 1:1 coaching - Now and Next - Break-out space/ Quiet area - Compass Buzz referrals - Referral to CAMHS (via GP) - THRIVE Approach/Individual action plan (LP and SB) - Boxhall Profile/ SNAP assessment 	<p>needs - refer to pupils EHC plan for provision expectations and goals.</p> <p>1:1 highly supervised support as identified on individual pupil outcomes. Specific staff trained in Restrictive Physical Intervention.</p> <p>Additional TA support within a small group - targeted</p> <p>Highly differentiated & personalised programme of learning.</p> <p>Use of the Engagement Model to assess progress.</p> <p>Support/ advice from the NYC SEMH Hub.</p> <p>Education Psychologist assessment and recommendations.</p> <p>Individual or small group support is provided to help pupils achieve targets agreed with an external professional.</p> <p>THRIVE Approach individual action plan timetabled into weekly timetable.</p> <p>Boxhall Profile used to identify specific goals/ provision.</p>

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	<p>to KS3).</p> <p>A range of social activities are available, with supervision and support as required:</p> <ul style="list-style-type: none"> - Extra-Curricular Clubs/activities (including holiday activities) <p>Whole school THRIVE screening twice a year used to identify individual pupils/ groups of pupils scoring below their chronological strands.</p> <p>SENCo and Headteacher to follow the NYC Ladder of Intervention</p>	<p>include:</p> <ul style="list-style-type: none"> - Modelling/coaching - small group/1:1 - Home/School communication books - Individual reward charts detailing specific goals/ outcomes - Reflection/ thinking time - Cue cards/ Personalised visual prompts/ check lists 	<ul style="list-style-type: none"> - Referral to Early Help/ Healthy Child Team - Input from GP's/ specialists - Whole school staff training (Early Childhood trauma, Thrive Approach, effective de-escalation) - NHS Wellbeing Team activities 	<p>CAMHS input/ recommendations</p> <p>Closely work with Early Help caseworkers as appropriate to support next steps and goals. Sharing key information and updates.</p> <p>Compass Phoenix - follow any guidance/ advice. Time planned into pupil's timetable.</p> <p>NHS Wellbeing Team advice.</p>
Sensory and/ or Physical	<p>Whole school PE programme is used and adapted to meet pupils individual needs.</p> <p>There is a whole school accessibility plan.</p> <p>All adults have awareness of pupil's physical and sensory needs (e.g. use of glasses, overlays, splints, etc.).</p> <p>Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/ physical impairments).</p> <p>To manage medication in line with the following guidance: Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)</p> <p>Examples of adjustments/ Universal support expectations:</p>	<p>Adaptations to timetabling and room allocation to support students with mobility needs.</p> <p>Adaptations to the physical environment to support pupils with sensory impairments (seating plans, heights of chairs and tables, etc.)</p> <p>Adaptations to teaching resources (such as large print, coloured backgrounds).</p> <p>Arrangements to prepare pupils for a change to their usual routine (social stories, pre-teach, equipment checks, etc.)</p> <p>Support to develop the skills needed to access the curriculum (typing using Clicker, recording key information through photographs, photocopying,</p>	<p>Appropriate advice is sought from:</p> <ul style="list-style-type: none"> - Medical or health professionals - Teacher of the Deaf - Teacher of the Visually impaired. <p>Learning opportunities are adapted to incorporate highly differentiated work, and where appropriate, address targets agreed with an external professional.</p> <p>Individual or small group support is provided to help the pupil achieve targets agreed with an external professional. These may include:</p> <ul style="list-style-type: none"> - Motor skills programme for small group or 	<p>As identified on the General EHCP provision section. Plus:</p> <p>Provision is highly individual and based on each pupil's individual needs - refer to pupils EHC plan for provision expectations and outcomes.</p> <p>1:1 highly supervised support as identified on individual pupil outcomes. Use of Den provision in school to meet needs.</p> <p>Additional TA support within a small group - targeted</p> <p>Daily OT/Physio program from therapist who reviews progress regularly.</p> <p>Highly differentiated &</p>

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	<p>Flexible teaching arrangements. Medical support/ training where needed. Brain gym exercises. Use of pencil grips/ Stabilio pencils Differentiated tasks Classroom organisation - wheelchair accessible, space, Appropriate sizes of furniture/resources/ equipment Rulers with handles Chunky/ triangular pencils (EYFS) Accessible toilets Stress balls/ fiddle sticks Seating arrangements - forward facing, close to the teacher. Repetition of Key Vocabulary</p>	<p>voice recording, etc.)</p> <p>The use of technology and specialist equipment to support learning where needed (e.g. low vision aids, audio description).</p> <p>Additional interventions/ support may include:</p> <ul style="list-style-type: none"> • Teaching keyboard skills. • Additional handwriting practise. • Access to equipment, eg sloping boards, Pencil grips, pencils) • Movement breaks • Dough disco <p>Activity clubs/boosters available may also include:</p> <ul style="list-style-type: none"> • Swimming booster sessions • Cycling booster sessions • Gardening club 	<p>individuals.</p> <ul style="list-style-type: none"> - Sensory Circuits - Chew sticks, weighted blankets, ear defenders, seat pads, chair leg bands - Alternative methods of recording - Mats on tables for sound proofing - Radio Aids <p>Other support may include:</p> <ul style="list-style-type: none"> - 1:1 withdrawal - Consideration of access arrangements in tests. - Specific equipment to aid mobility (e.g. steps, toilet frames, walkers, hoist, chairs) - Scribes - adult or child - Coloured paper/overlays - Spring handle scissors/ push scissors - Access to the Hygiene Room - Modified timetable - Sensory profile checklist and recommendations <p>School may also liaise with agencies (e.g. School Health & Safety Officer, Early Help.</p>	<p>personalised programme of learning.</p> <p>Use of the Engagement Model to assess progress.</p> <p>Support/ advice from the NYC Medical Hub and specialist teachers for hearing and sight.</p> <p>Other adaptations/ support may include:</p> <ul style="list-style-type: none"> - Individual support in class and PE. Withdrawal from class to complete OT/ Physio programmes - Access to ICT - Speech therapist programmes. - Teachers trained in Moving and Handling techniques. <p>School may also liaise with external agencies:</p> <ul style="list-style-type: none"> - School Health and Safety Officer - Healthy Child Team - Early Help <p>Pupils may also have additional risk assessments - including Moving and Handling, specific equipment and Personal Emergency Evacuation Plans.</p>