

Norton C P School Provision Map 2026-2027

At Norton Community Primary School, we pride ourselves on being a welcoming and inclusive environment for all children. We aim to provide all pupils with Quality First Teaching and, as per the Teacher's Standards, all teachers should **have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them.**

Provision across the school falls into 4 categories: Universal Offer – Quality First Teaching, Targeted Support – Additional Support and Adjustments (longer term support becomes a SEN support plan), Targeted Plus Support – individual SEND plans and Specialist Support - Educational Health Care Plans.

	Universal Offer All pupils have access to Quality First Teaching.	Targeted Support To close specific gaps quickly. This may include short-term catch up / booster sessions or ongoing support in the classroom. The progress of these pupils will be monitored. Children who require multiple provisions or support for an extended amount of time are likely to have a SEN support plan.	Targeted Plus Support To provide individualised, specific learning support where barriers to learning are significant. The majority of children accessing this will have an SEN support plan.	Specialist Support (EHCP) These pupils will have specific, set outcomes and provisions in Section F of their plan as issued by the Local Authority.
General provision across Norton C P School	All adults have high expectations and seek to promote independence and self-care needs wherever possible. Students individual progress is monitored through regular formative and summative assessment. Support is co-ordinated by the class teacher. There is regular communication between the class teacher and home to discuss progress and support. All children receive a school report during the Summer Term each year.	All adults have high expectations and seek to promote independence and self-care needs wherever possible. Alongside QFT approaches, children who are struggling with specific concepts, learning or skills can be provided with additional support inside and outside the classroom. Class teachers are responsible for identifying children in need of this additional support. The headteacher and SENCo will be made aware of pupils accessing this support for monitoring and assessment purposes. Students individual progress is monitored by the class teacher and head teacher. The SENCo can provide additional advice for supporting these students. SEN Support Pathway • Concern identified → Monitor and adapt teaching. • Half term 1 → Adaptive teaching / ordinarily available provision. • Half term 2 → Targeted short-term intervention and review. • Review → Pupil Passport/monitoring OR SEN Support. • SEN Support → Add to SEN register and begin Assess → Plan → Do → Review. Timescales are indicative, not a waiting period.	Adults continue to have high expectations of these students and provide QFT to support learning and to promote independence and self-care needs. If progress does not continue or is slow-moving, class teachers will discuss the needs of the pupil with the SENCo and additional support may be organised. Advice from other educational professionals helps to shape our Quality First Teaching in the classroom, including differentiation and scaffolding. It helps to identify which additional learning opportunities will best address the child's needs and targets. Most children accessing this support will have a SEN support plan. This is created by the class teacher, with support from the SENCo, and targets are centred around the child's primary need. Support is coordinated by the school's SENCo, together with the class teacher. Children accessing this support but without an SEN plan will be monitored closely over 2 cycles. The SEN support plan and the student's progress towards the agreed targets are reviewed at least 3 times per year. Parents are invited to discuss these plans with the class teacher, this usually happens at parents evenings. There is regular communication between the school, home and educational professionals to discuss progress and support If pupils make rapid and steady progress, are regulated, confident and happy, they may be removed from the SEN register but still be monitored.	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. Students individual progress is monitored by the class teacher, supported by the SENCo. Teachers/parents should refer to their child's EHC plan, specifically the outcomes in Section F. EHCPs are reviewed annually (6 months if new or under 5 years old) by the SENCo, educational professionals and parents. In addition to their EHCPs, students have an internal support plan which is reviewed 3 times per year. These are smaller targets and outcomes which work towards the outcomes stated in the EHCP. Students with EHCPs may have access to alternative provision within the school setting, this is either the 'Den' or the school's TMP: The Satellite Room. The decision to place children in the TMP remains with North Yorkshire Council.

Norton C P School provision by Area of Need

Area of Need	Universal offer All pupils have access to Quality First Teaching.	Targeted Support To close specific gaps quickly. This may include short-term catch up / booster sessions or ongoing support in the classroom. The progress of these pupils will be monitored.	Targeted Plus Support To provide individualised, specific learning support where barriers to learning are significant. The majority of children accessing this will have an SEN support plan.	Specialist Support (EHCP) These pupils will have specific, set outcomes and provisions in Section F of their plan as issued by the Local Authority.
Cognition and Learning	Curriculum plans, teaching and lesson activities are differentiated to meet the needs of all abilities. Regular formative and summative assessment support planned teaching and learning opportunities. Formative feedback is given to pupils through regular marking and verbal feedback Pupils are supported throughout lessons to understand new learning concepts and to complete tasks. Class teachers use a variety of teaching approaches to ensure all pupils can access learning, such as: - o Scaffolding - o Differentiated tasks - o Visual aids - o Flexible seating and grouping - o Focus groups - o Chunked instructions - o Explicit instruction - o Modelling and coaching - o Think-aloud techniques - o Dual coding - o Visualisers - o Worked examples - o Task boards - o Structured templates - o Concrete resources - o Adjustments to pace of work - o Guided group work - o Graphic organisers - o Success criteria and top tips - o In-class support from an adult - o Key skills sessions - o Read Write Inc. tutoring - o Multi-sensory approaches - o Working walls - o Visual, auditory and kinaesthetic methods (see it-hear it-do it) - o Purposeful/visual screen on SMART boards - o Dyslexia friendly screens/paper/classrooms - o Positive praise and reinforcement	Alongside QFT, class teachers must ensure that all students are provided with additional support to close specific gaps quickly. This additional support may include: - o Pre-teaching (key information, concepts, vocabulary) - o Adaptations to daily routines (movement breaks, individual visual timetable) - o 'Steps to Success' visual aid in individual lessons - o Teacher and TA prompts and guidance (verbally or through instruction sheets) - o Booster maths groups (tricky concepts or skills practice) - o Booster English groups (tricky concepts or skills practice) - o Frequent reading with an adult (3x + per week) - o Handwriting intervention - o Reading fluency and comprehension intervention - o RWI tutoring - o Lexia Reading App - o Letter names and sounds - o ACE dictionaries (spelling) - o Coloured overlays / pages - o Pencil grips / writing support - o Letter and number formation visuals - o Clicker resource to support vocabulary and spelling - o Phonics mats - o Short-term memory tools - o Screening processes for dyslexia and dyscalculia (GL Ready and Dynamo) to identify areas for support. - o Widget resources for pictorial / symbolic representations.	In addition to QFT and Wave 2 support, individual or small group support may be organised to facilitate more opportunities for pupils to achieve their targets. These interventions may include: - o Toe-by-Toe dyslexia scheme - o Precision Teach - o Active Literacy - o Literacy Ark - o Targeted RWI Phonics intervention (in addition to Wave 2) - o Fresh Start - o Colourful semantics - o Targeted, individualised numeracy intervention (following screening for dyscalculia – Dynamo) - o NHS SaLT interventions and Episode care plans	As General EHCP provision plus: Provision is highly individual and based on each pupil's individual needs – refer to pupils EHC plan for provision expectations. This may include: - o 1:1 supervision and support - o Targeted group supervision - o SaLT program - o Highly differentiated & personalised programme of learning - o Support and advice from NY SEND Hubs - o Visits from specialist teachers - o Education Psychologist assessment and recommendations.

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Communication and Interaction	All our classrooms are language-rich, visually supportive and predictable. High expectations of language and communication embedded throughout learning, such as: - Structured and consistent routines - Calm and quiet areas in the classroom for regulation or reflection - Consistent visual support (timetables, symbols, emotional regulation, growth mindset and resilience) - Development of speaking and listening skills through the wider literacy curriculum. - Adaptations and support of spoken language (basic signs, simplified language, visual prompts, modelling, gestures). - Chunking of instructions and repetition - Flexible and mixed-ability grouping - Talk partner work - Widgit symbols to support learning	Alongside QFT, we ensure that children have additional opportunities to flourish and be able to effectively communicate their needs and wants. This additional support may include: - Pre-teaching (key information, concepts, vocabulary) - Visual aids - Clicker (word banks and word maps) 1:1 or small group coaching and modelling - Wellcomm, Verbo and Neli support (EYFS) - Social stories - Gameplay groups - Phonics support groups - Listening games - Turn-taking sessions - Focused speech sound practice - Greater access to Widgit symbols in learning	In addition to QFT and Wave 2 support, individual or small group support may be organised to facilitate more opportunities for pupils to achieve their targets. Children with additional needs not supported by Wave 1 or 2, may require access to more specialised support. Appropriate advice is sought from: Speech and language therapists Specialist communication and interaction teachers (NYC Hub) Educational Psychologists Interventions / provisions may include: - Referral to Speech and Language Therapist - SaLT daily, weekly Episode care plans - Now and Next boards 1:1 coaching - ASD referrals (BeU) - Sign Language / Makaton - Lego Therapy - Talkabout - Social Story groups - Zones of Regulation - Personalised Widgits -	As identified on the General EHCP provision section. Plus: Provision is highly individual and based on each pupil's individual needs – refer to pupils' EHC plan for provision expectations and goals. Advice and support from speech and language therapists. Daily SaLT program from therapist. Regularly reviewed by SaLT. Access to support from NYCC Hub specialist teacher for communication. Input from Autism Team – part of the NYC Hub. ICT – Writing with Symbols & other tech equipment such as the Clicker Programme or Sign Language apps. Highly personalised and differentiated learning programme. TA support at key periods throughout the day linking to the requirements set out in EHCPs. Reports from any formal assessments (e.g. BeU) discussed and recommendations implemented.
Social, Emotional and Mental Health It is also important to follow the Safeguarding procedures where necessary	Throughout the whole school we have a behaviour policy which incorporates elements of the THRIVE approach. We use restorative practice and positive behaviour approaches to support pupils throughout their time at school. The whole school PSHE curriculum supports the social and emotional development of all pupils. - PSED curriculum activities and resources - THRIVE approach used by all staff All classrooms have: - A display of the school rules and agreed contract for the classroom - Positive praise systems (personal points, postcards, Good Work, Norton Values, Wow Work) - Reminders of expectations - Visual timetables - Class targets and reward systems - Countdown strategies to support pupils in transition - Flexible seating if needed - Tools to support sharing and time management Pupils can share concerns with staff in different ways such as: - Circle time - Morning check-ins - Mental Health First-Aiders - Termly well-being questionnaire (KS2) - Pupil voice - Website Worry Button	We understand that some pupils may need more support to stay safe and happy in schools. As such, pupils may have access to interventions to develop social and emotional skills and/or social inclusion. Pupils can receive regular and planned support from a key person, such as a Mental Health first aider or Mrs Parker and Mrs Bates. Social skills may be actively developed through structured small group provisions. This may include: - Invites to Enrichment activities - Zones of Regulation support with adults - THRIVE small group intervention. - Social stories groups - Gameplay and turn-taking activities Other strategies at this level may include: - 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	In addition to QFT and Wave 2 support, individual or small group support may be organised to support children to develop social and emotional skills. Appropriate advice is sought from a: - Mental Health Professional - Medical professional (e.g. paediatrician, consultant) - Specialist teachers (NYC Hub) - Educational Psychologist Other interventions/ strategies, organised by members of SLT may include: - Individual reward system - Lego Therapy - Drawing and Talking 1:1 coaching - Break-out space/ Quiet area - Referral to CAMHS (via GP) - THRIVE Approach/Individual action plan (LP and SB) - Referral to Early Help/ Healthy Child Team - Input from GP's/ specialists	As identified on the General EHCP provision section. Plus: Provision is highly individual and based on each pupil's individual needs – refer to pupils EHC plan for provision expectations and goals. 1:1 highly supervised support as identified on individual pupil outcomes. Specific staff trained in Restrictive Physical Intervention. Additional TA support within a small group – targeted Highly differentiated & personalised programme of learning. Use of the Engagement Model to assess progress. Support/ advice from the NYC SEMH Hub. Education Psychologist assessment and recommendations. Individual or small group support is provided to help pupils achieve targets agreed with an external professional. THRIVE Approach individual action plan timetabled into weekly timetable. CAMHS input/ recommendations Closely work with Early Help caseworkers as appropriate to support next steps and goals. Sharing key information and updates.

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Sensory and/ or Physical	Throughout the school, pupils have access to a range of sensory experiences and opportunities to develop their physical skills through the Whole school PE programme which is adapted to meet pupils individual needs. All adults have an awareness of pupils' physical and sensory needs (e.g. use of glasses, overlays, splints, etc.). Adults also know to make minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/ physical impairments). Examples may include: - Flexible seating - Access to training for some medical needs - Use of pencil grips / supported pencils - Specific organisation of the classroom - Child-friendly equipment (rulers with handles, chunky pencils, supported scissors) - Visual timers - Mindfulness opportunities - Brain breaks / whole class movement The school manages medication in line with the following guidance: Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)	Some pupils have greater sensory / physical needs that can still be met in the classroom and by the teacher though adaptations. Examples of these may be: - Adaptations to timetabling and room allocation to support students with mobility needs. - Adaptations to the physical environment to support pupils with sensory impairments (seating plans, heights of chairs and tables, etc.) - Adaptations to teaching resources (such as large print, coloured backgrounds). - Arrangements to prepare pupils for changes in routines (e.g. pre-teaching, timetables, social stories, Widgit visuals) - Use of alternative recording equipment to begin their work (e.g. typing through Clicker, access to laptops, voice recordings, whiteboards) - Access to non-distracting fiddle resources - Visual timers - Chair resistance bands Additional interventions/ support may include: - Teaching keyboard skills. - Additional handwriting practise. - Access to equipment, eg sloping boards, Pencil grips, pencils) - Movement breaks - Sensory circuits - Dough disco Class teachers are encouraged to complete sensory profile checklists of children who present with additional sensory / physical needs in their class as part of their monitoring work.	If pupils sensory / physical needs cannot be met in the classroom or through Wave 1 and 2 support, there are further provisions that may be put in place by the SENDCo, the Headteacher or the Deputy Head. Appropriate advice can be sought from: - Medical or health professionals - Teacher of the Deaf - Teacher of the Visually impaired. - NY SEND Hub Individual or small group support is provided to help the pupil achieve targets agreed with an external professional. These may include: - Motor skills programme for small group or individuals. - Weighted blankets, ear defenders, seat pads, chair leg bands - Sensory Circuits - Alternative methods of recording - Appropriate hearing technology Other support may include: 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 School may also liaise with agencies (e.g. School Health & Safety Officer, Early Help.	<i>As identified on the General EHCP provision section. Plus:</i> Provision is highly individual and based on each pupil's individual needs – refer to pupils EHC plan for provision expectations and outcomes. 1:1 highly supervised support as identified on individual pupil outcomes. Use of Den provision in school to meet needs. Additional TA support within a small group – targeted Daily OT/Physio program from therapist who reviews progress regularly. Highly differentiated & personalised programme of learning. Use of the Engagement Model to assess progress. Support/ advice from the NYC Medical Hub and specialist teachers for hearing and sight. Other adaptations/ support may include: - 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. School may also liaise with external agencies: - School Health and Safety Officer - Healthy Child Team - Early Help Pupils may also have additional risk assessments - including Moving and Handling, specific equipment and Personal Emergency Evacuation Plans.