

# **Lillington Nursery and Primary School**

## **Provision and Access Map 2023-2024**

**Please find below, examples of the provision provided for children at Lillington Nursery and Primary School, including those with SEND.**

***NB The different coloured font is purely to aid the ease of distinguishing and reading the different provisions available.***

**Provision is categorised under: Universal i.e. available to all**

- Additional Provision (provided to children as needed)**
- Targeted Specialist Provision within an outside agency setting (e.g. Occupational Therapy clinics, Physiotherapy clinics, Speech and Language clinics)**

**Within each of the above categories there are four areas of need: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.**

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
<p><b>Universal: Ordinarily Available</b></p>	<p>Differentiated curriculum planning, activities delivery and outcomes</p> <p>Visual aids (visual timetables, reminder cards e.g. b/d etc)</p> <p>Use of writing frames</p> <p>Use of 'word' (computer)</p> <p>Class TA support for child's targets</p> <p>Focused group work with teacher and TA</p> <p>Use of kinaesthetic, auditory and visual techniques to support memory e.g.</p> <p><b>Auditory:</b> repeating directions they have been given before beginning a task; teaching children to take notes while trying to memorise material; listening to auditory sequences with closed eyes.</p>	<p>Differentiated curriculum planning, activities delivery and outcomes</p> <p>Visual timetables</p> <p>Classroom layout created and varied to ensure pupils can hear and see the teacher. If required, a pupil has access to a quiet, distraction free zone.</p> <p>Flexible groupings: ability/mixed/small group/paired work/individual supported by teacher or teaching assistant/peer support/focused teaching group (to support exposure to good role models to support development of language and vocabulary)</p>	<p>Agreed whole school behaviour policy.</p> <p>Whole school/class rules.</p> <p>Class reward and sanctions systems.</p> <p>Use of resources to develop understanding of emotions – emotion pictures, emotion ball etc.</p> <p>Zones of Regulation</p> <p>Agreed procedures with lunchtime staff to support unstructured times.</p> <p>Buddy system</p> <p>Individual reward systems</p>	<p>Seating position</p> <p>Position of teacher when speaking to child</p> <p>Font size and type</p> <p>De-cluttering boards/worksheets of extraneous matter.</p> <p>Use of pen rather than pencil.</p> <p>Use of IT</p> <p>Use of music and general calming techniques</p> <p>Access to inclusion hub (Lillington Lounge)</p>

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
	<p><b>Kinaesthetic:</b> miming/demonstrating physical actions and processes for child to mimic, allowing use of fiddle toys, encouraging movement such as walking around the room when memorizing work, movement programmes of repetitive exercises, use of practical equipment, writing on large paper, large arm movements etc Visual: using colour to accentuate individual errors e.g. colour silent final 'e' in red for a child with this problem etc</p> <p>Learning supported by use of practical materials and a range of visual cues and scaffolding.</p> <p>Work chunked into manageable Steps</p> <p>Where possible, learning linked to first hand experiences and personal interests</p>	<p>Ongoing assessment (moderated)</p> <p>Setting of short- and long-term targets. Talking Partners Advice and recommendations from external specialists included in normal teaching</p> <p>Regular progress review Meetings</p> <p>Use of language simplified with short and concise instructions.</p> <p>Use of Communication in Print resource to augment visual cues.</p> <p>Use of 'talking tins'</p> <p>Speaking through puppets</p> <p>Carpet time</p>		

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
	<p>Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge.</p> <p>Use of 'talking tins'</p> <p>Range of ICT</p> <p>Accelerated reader (KS2)</p> <p>Dyslexia friendly background colour on white boards and other dyslexia friendly techniques such as writing lines in different colours or numbering the lines for easy reference etc</p> <p>Ongoing assessment (moderated)</p> <p>Regular progress review meetings</p>			

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
<b>Additional Provision</b>	<p>Specific 'catch up/intervention' programmes to establish core reading, writing and mathematical skills for groups of pupils working below age related expectations</p> <p>Strategies provided by EP for individual children.</p> <p>Use of precision learning techniques, pre and post tutoring to introduce and embed key knowledge and skills.</p>	<p>1:1 or small group work with Speech &amp; Language Teaching Assistant to work on speech and language targets.</p> <p>Social Communication intervention group with Speech and Language Teaching assistant.</p> <p>Strategies to support children with selected mutism</p> <p>Makaton</p>	<p>Strategies provided by Educational Psychologist for individual children.</p> <p>Advice/support from Early Help Team</p> <p>Counselling</p> <p>Drawing and Talking Intervention</p> <p>Lego therapy</p> <p>Individual mentoring when appropriate</p> <p>Nurture group</p>	<p>Implementation of access plans (provided by hearing impairment service and/or visual impairment service) for specific children.</p> <p>Access to sensory resources – gym balls, weighted blankets, spin boards etc</p> <p>Sensory boxes to support individual children within classrooms</p> <p>Movement breaks/heavy lifting</p> <p>Fidget toys</p> <p>Writing wedges</p> <p>Pencil grips</p> <p>Activities provided by occupational therapists or physiotherapists</p> <p>Rocker chairs for individual children</p>

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, emotional and mental health difficulties</b>	<b>Sensory and/or Physical needs</b>
<p><b>Targeted Specialist Provision organised by outside agency</b></p>	<p>Actions provided by Educational Psychologist for children with Education Help Care plans</p>	<p>Speech Therapy intervention by Speech Therapist at their clinic.</p> <p>Courses run by Speech and Language Service to support children with selected mutism and stammer</p>	<p>Support planned and delivered by outside organisations e.g. CAMHS, NSPCC counselling</p>	<p>Physiotherapy/occupational therapy sessions at clinics (arranged between clinic and parent)</p> <p>Hearing/vision tests at clinics (arranged between clinic and parent)</p>