

Bradworthy Primary Academy: Inclusive Provision Map for Cognition and Learning



All provision listed within this map lies alongside the school ethos, and the relational approach to teaching and learning.

Universal Provision	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <input type="checkbox"/> Scaffolded and adapted learning linked to each child's interests and strengths / needs. <input type="checkbox"/> High Expectations for effort across all tasks – effort praised & rewarded alongside achievements. <input type="checkbox"/> Tasks broken down into smaller steps if required, with adaptations in place (e.g. by outcome / task / support). <input type="checkbox"/> Use of a range of teaching styles and strategies. <input type="checkbox"/> Use of knowledge organisers, knowledge notes and worked examples to support learning. <input type="checkbox"/> Teaching which incorporates visual, auditory and physical learning opportunities. <input type="checkbox"/> Use of vocabulary prompts for any subject / theme. <input type="checkbox"/> Resources developed with awareness of cognitive overload. <input type="checkbox"/> Access to tools such as dictionaries, thesaurus, colourful semantics prompts, number lines, visuals and concrete mathematics resources. <input type="checkbox"/> Teaching of executive functioning skills, including names for the range of skills, and strategies to support these in independent learning. <input type="checkbox"/> Use of the 5 B's strategy to support pupils in developing independence within their learning. <input type="checkbox"/> Alternative methods of recording used such as typing, recording via audio, mind mapping and flow charts. <input type="checkbox"/> Additional time to process text and instructions used in all aspects of learning. <input type="checkbox"/> Direct & explicit vocabulary teaching alongside concepts. <input type="checkbox"/> Evidence based interventions such as precision teaching, doodle maths etc to support. <input type="checkbox"/> Class use of inclusion toolkit for all pupils. <input type="checkbox"/> Dyslexia Friendly Provision including toolkit resources. <input type="checkbox"/> Use of Sticky Learning to consolidate key concepts and skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small Group intervention sessions based on consolidation or pre-teaching (keep up not catch up). <input type="checkbox"/> RWI Tutoring and Target Group Teaching <input type="checkbox"/> Additional reading, comprehension and decoding sessions with support staff. <input type="checkbox"/> Use of task planners and prompts. <input type="checkbox"/> Use of reminders and tools to support working memory. <input type="checkbox"/> Use of individualised targets set within a plan (ISP). <input type="checkbox"/> Termly review of these plans with all stakeholders sharing views and aspirations. <input type="checkbox"/> Resources to support concentration and focus. <input type="checkbox"/> Use of brain breaks – via a schedule and also when observed to be needed. <input type="checkbox"/> Advice or support sought from Specialist Advisors. <input type="checkbox"/> Use of Specialist Assessments completed by SENDCo to identify needs and strengths. <input type="checkbox"/> Evidence based interventions at an individual level such as precision teaching, RWI tutoring, Plus One, Power of Two. <input type="checkbox"/> Advice from Educational Psychology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outreach and support from Specialist school. <input type="checkbox"/> Specialist advice and support used to develop individualised timetables and learning programmes. <input type="checkbox"/> Advice from Educational Psychology. <input type="checkbox"/> Life skills Programme of Learning <input type="checkbox"/> Individualised assessment profile used to develop targets and next steps – deploying the use of small step assessment. <input type="checkbox"/> Use of a personal workstation. <input type="checkbox"/> Individualised support through taught sessions in class.
<p>Useful Links / Publications</p> <ul style="list-style-type: none"> <input type="checkbox"/> NASEN Whole School SEND Handbook https://www.wholeschoosend.org.uk/teacher-handbook <input type="checkbox"/> Devon Ordinarily Available Inclusive Provision (OAIP) https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ <input type="checkbox"/> Devon Ordinarily Available Targeted Support Frameworks https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#targeted-support <input type="checkbox"/> Five A Day – Supporting Pupils with SEND – Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send 		

Bradworthy Primary Academy: Inclusive Provision Map for Communication & Interaction



All provision listed within this map lies alongside the school ethos, and the relational approach to teaching and learning.

Universal Provision	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <input type="checkbox"/> School curriculum which prioritises vocabulary development – new vocabulary is explicitly taught alongside skills and concepts. <input type="checkbox"/> Use of Widgit communication friendly resources to support class teaching. <input type="checkbox"/> Vocabulary prompts included in classroom environments. <input type="checkbox"/> Use of Language Link screener in EYFS / KS1 to identify needs in all pupils alongside individual SLCN profiles. <input type="checkbox"/> Liaison with designated Speech and Language Therapist via the Balanced System. <input type="checkbox"/> Adaptation in class teaching to include: <ul style="list-style-type: none"> <input type="checkbox"/> Adult position in classroom. <input type="checkbox"/> Use of supporting gesture and facial modelling. <input type="checkbox"/> Modified and reduced language deployed when needed. <input type="checkbox"/> Use of processing time and ‘chunking’ of words and phrases where needed. <input type="checkbox"/> Use of images and physical prompts to underpin language acquisition. <input type="checkbox"/> Classroom environments which include clearly accessible and labelled resources, a visual timetable and schedule. <input type="checkbox"/> Group interventions from evidence based publishers such as Language for Behaviour and Emotions, Language for Thinking, Talking About School and Talking About Friends. <input type="checkbox"/> Use of Attachment Based Mentoring to develop specific adults to provide support / regulation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of individualised targets set within a plan (ISP). <input type="checkbox"/> Termly review of these plans with all stakeholders sharing views and aspirations. <input type="checkbox"/> Advice or support sought from Specialist Advisors including the Communication and Interaction Team. <input type="checkbox"/> Use of Specialist Assessments completed by SENDCo to identify needs and strengths. <input type="checkbox"/> Evidence based interventions at an individual level such as Language Link, Speech Link, Talking about School / Friends <input type="checkbox"/> Use of Social Stories developed via Widgit – each story written on an individualised basis. <input type="checkbox"/> Advice from Educational Psychology. <input type="checkbox"/> Support Programmes developed via Speech and Language Therapy. <input type="checkbox"/> Pre-Teaching of Key Vocabulary and use of ongoing vocabulary books. <input type="checkbox"/> Use of Daily Check In sessions to support processing and consolidate progress. <p>Useful Links / Publications</p> <ul style="list-style-type: none"> <input type="checkbox"/> NASEN Whole School SEND Handbook https://www.wholeschoosend.org.uk/teacher-handbook <input type="checkbox"/> Devon Ordinarily Available Inclusive Provision (OAIP) https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ <input type="checkbox"/> Devon Ordinarily Available Targeted Support Frameworks https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#targeted-support <input type="checkbox"/> Neuroinclusive Education Network (NEN) formerly Autism Education Trust https://www.nen.org.uk/ <input type="checkbox"/> Speech and Language UK https://speechandlanguage.org.uk/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Outreach and support from Specialist school. <input type="checkbox"/> Specialist advice and support used to develop individualised timetables and learning programmes. <input type="checkbox"/> Advice from Educational Psychology. <input type="checkbox"/> Individualised assessment profile used to develop targets and next steps – deploying the use of small step assessment. <input type="checkbox"/> Use of Autism Education Trust Progression Framework tools where required. <input type="checkbox"/> Individualised support through taught sessions in class. <input type="checkbox"/> Speech and Language support delivered by designated therapists. <input type="checkbox"/> In person support and teaching from Communication and Interaction team advisory teachers.

Bradworthy Primary Academy: Inclusive Provision Map for Social, Emotional & Mental Health



All provision listed within this map lies alongside the school ethos, and the relational approach to teaching and learning.

Universal Provision	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <input type="checkbox"/> Deployment of Mental Health Strategy incorporating assemblies, projects and links to PHSE curriculum. <input type="checkbox"/> Use of displays to promote key themes linked to positive mental health. <input type="checkbox"/> Whole school Mental Health approach, linked to PHSE curriculum. <input type="checkbox"/> Explicit teaching of Mental Health Strategies. <input type="checkbox"/> Praise and promotion of resilience in weekly praise assemblies. <input type="checkbox"/> Quiet spaces available for pupils who require them. <input type="checkbox"/> Use of visual prompts and resources to underpin emotional literacy. <input type="checkbox"/> Mental Health prompts and supports included in Inclusion Toolboxes in each class. <input type="checkbox"/> Trained Senior Mental Health Lead in school working alongside specialist nurture staff and in liaison with Mental Health Sport Team in Schools. <input type="checkbox"/> Access to nurture provision in school through regular group or individual sessions. <input type="checkbox"/> Access to nurture drop in provision – open to all pupils. <input type="checkbox"/> Use of Boxall Developmental Strands to screen the emotional wellbeing of all pupils in school. <input type="checkbox"/> Use of tools such as Three Houses and Letter to Myself to ascertain pupil's needs and views. <input type="checkbox"/> Staff trained regularly to support the emotional development of all pupils. <input type="checkbox"/> Emotional Literacy activities linked with PHSE curriculum. <input type="checkbox"/> Designated Wellbeing Governor. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of individualised targets within a plan (ISP). <input type="checkbox"/> Termly review of these plans with all stakeholders sharing views and aspirations. <input type="checkbox"/> Advice or support sought from Specialist Advisors including the Social, Emotional and Mental Health Team. <input type="checkbox"/> Use of Specialist Assessments completed by SENDCo to identify needs and strengths. <input type="checkbox"/> Evidence based interventions at an individual level such as Lego Therapy, Comic Strip Conversations, Social Skills etc. <input type="checkbox"/> Full Boxall Profiling Tool and Action Plan. <input type="checkbox"/> Adult support and phased exposure to breaktimes and lunchtimes. <input type="checkbox"/> Quiet spaces provided for regulation during less structured periods. <input type="checkbox"/> Nurture sessions – group and individual. <input type="checkbox"/> Family Support provision through Early Help. <input type="checkbox"/> Social Stories tailored to individual needs. <input type="checkbox"/> Use of emotional scaling tools. <input type="checkbox"/> Relational Support Plans and Attachment Based Mentoring. <input type="checkbox"/> Referral to the Mental Health Support Team in Schools (via DMHL). <p>Useful Links / Publications</p> <ul style="list-style-type: none"> <input type="checkbox"/> NASEN Whole School SEND Handbook https://www.wholeschoolsend.org.uk/teacher-handbook <input type="checkbox"/> Devon Ordinarily Available Inclusive Provision (OAIP) https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ <input type="checkbox"/> Devon Ordinarily Available Targeted Support Frameworks https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#targeted-support <input type="checkbox"/> CAMHS Devon https://childrenandfamilyhealthdevon.nhs.uk/health-topic/mental-health/ <input type="checkbox"/> Lumi Nova & MHST https://childrenandfamilyhealthdevon.nhs.uk/our-pathways/mental-health-support-team/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Outreach & support via Specialist school. <input type="checkbox"/> Specialist advice and support used to develop individualised timetables and learning programmes. <input type="checkbox"/> Advice from Educational Psychology. <input type="checkbox"/> Individualised assessment profile used to develop targets and next steps – deploying the use of small step assessment. <input type="checkbox"/> Individualised support through taught sessions in class. <input type="checkbox"/> Referrals for support from Children and Adolescent Mental Health Services (CAMHS). <input type="checkbox"/> Referrals and support from Action for Children via Family Hubs. <input type="checkbox"/> Support delivered by specialist staff from the Social Emotional and Mental Health Support Team. <input type="checkbox"/> Individualised Nurture Programme.

Bradworthy Primary Academy: Inclusive Provision Map for Sensory & Physical



All provision listed within this map lies alongside the school ethos, and the relational approach to teaching and learning.

Universal Provision	Targeted Provision	Specialist Provision
<ul style="list-style-type: none"> <input type="checkbox"/> Access to quiet focused work spaces as needed. <input type="checkbox"/> Regular PE sessions including Take Ten exercises. <input type="checkbox"/> Whole school swimming programme. <input type="checkbox"/> School Games Gold Award for development of sports and physical development through school and community. <input type="checkbox"/> Wide range of lunchtime and after school clubs catering to interests and needs of all pupils. <input type="checkbox"/> Group provision for Funfit and Take Ten developed in PE sessions. <input type="checkbox"/> Access to a PE specialist teacher for all pupils. <input type="checkbox"/> Routines across the school support pupils to move around in calm and orderly manner. <input type="checkbox"/> Transitions are explicitly taught so children can work through the school day with independence . <input type="checkbox"/> Classroom resources and spaces are clearly labelled to be independently accessed by all pupils. <input type="checkbox"/> Access to sensory provision such as ear defenders, textured materials, coloured overlays and reading rulers included within the Inclusion Toolkit for each class. <input type="checkbox"/> Communal areas and classrooms are tidy and clutter free, with pupils taking responsibility for their own possessions. <input type="checkbox"/> Resources developed with awareness of cognitive overload. <input type="checkbox"/> Access to tools such as dictionaries, thesaurus, colourful semantics prompts, number lines, visuals and concrete mathematics resources. <input type="checkbox"/> Accessibility Plan updated annually. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of individualised targets set within a plan (ISP). <input type="checkbox"/> Termly review of these plans with all stakeholders sharing views and aspirations. <input type="checkbox"/> Advice or support sought from Specialist Advisors including the Occupational Therapy Team. <input type="checkbox"/> Use of Specialist Assessments completed by SENDCo to identify needs and strengths. <input type="checkbox"/> Evidence based interventions at an individual level such as Physiotherapy Programmes, Fun Fit and Dough Disco. <input type="checkbox"/> Individual resources such as writing slopes, caring cutlery, wobble cushions, sensory tools, specialised seating etc, <input type="checkbox"/> Brain Breaks which include opportunities to develop grounding and gross motor skills. <input type="checkbox"/> Accessibility based adaptations made to classroom environments. <input type="checkbox"/> School based sensory processing audits. <input type="checkbox"/> Access to quiet working spaces. <p>Useful Links / Publications</p> <ul style="list-style-type: none"> <input type="checkbox"/> NASEN Whole School SEND Handbook https://www.wholeschoosend.org.uk/teacher-handbook <input type="checkbox"/> Devon Ordinarily Available Inclusive Provision (OAIP) https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/ <input type="checkbox"/> Devon Ordinarily Available Targeted Support Frameworks https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/#targeted-support <input type="checkbox"/> Devon Occupational Therapy Team https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/ <input type="checkbox"/> Vranck House – Exeter https://www.vranckhouse.org/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Outreach and support from Specialist school. <input type="checkbox"/> Specialist advice and support used to develop individualised timetables and learning programmes. <input type="checkbox"/> Advice from Educational Psychology. <input type="checkbox"/> Individualised assessment profile used to develop targets and next steps – deploying the use of small step assessment. <input type="checkbox"/> Individualised support through taught sessions in class. <input type="checkbox"/> Provision of Specialist Equipment recommended by advisory or medical teams. <input type="checkbox"/> Environmental Audits delivered by specialist advisory teams. <input type="checkbox"/> Individual support and intervention delivered in school via specialist trained advisory staff. <input type="checkbox"/> Use of Individual Work Station.