



North Elmham CEVA Primary School
 Stibbard All Saints CEVA Primary School
Flourish Federation



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Provision Map Autumn 2022/2023

| Area of need | Universal entitlement Quality first teaching | Wave 2 | Wave 3 |
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| Cognition and Learning | <ul style="list-style-type: none"> • Differentiated curriculum planning through outcomes and activities • Working walls • In class support from TAs • Small guided group work • Use of chromebooks • Use of dictionaries including ACE dictionary. • Use of seesaw app • Challenge by choice (Maths) • Chunking learning facts • Stories as hooks into learning | <ul style="list-style-type: none"> • Booster groups in Literacy • Booster groups in Maths • IDL • Pre teaching of concepts • Numbots • Individual reading in all year groups • S2S referral for advice on group interventions. • Early Years Team advice • Support from health visitors | <ul style="list-style-type: none"> • Dyslexia gold • Precision teaching • IDL • Numbots • S2S referral for advice re. individual support and ideas for intervention. • SENCo assessments and intervention work based on the results of these. • Educational Psychologist assessment, advice and intervention based on this. |

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| | <ul style="list-style-type: none"> ● Use of apparatus to support maths e.g. Denes Blocks, number lines, multiplication grids etc ● S2S referral for advice re. planning and curriculum ● EYFS - through free flow of indoor and outdoor provision ● Books as hooks | | <ul style="list-style-type: none"> ● Advisory Learning Support Teacher assessment, advice and intervention based on this. ● Learning and Cognition SRB outreach for advice, possible assessment and intervention based on this. Also possible 2 term placement. ● Dyslexia SRB outreach for advice, training and possible assessment and intervention based on this. ● Early Years team for advice ● Support from health visitors |
| Communication and interaction | <ul style="list-style-type: none"> ● Using appropriate levels of language – simplifying when needed. ● Instructions set out clearly with the use of prompts and reminders to support learners. ● Discussion, role play and modelling prior to writing. ● Clear timetabling including use of visual timetables ● Don't ask 1, ask 5 | <ul style="list-style-type: none"> ● Focus on key vocabulary for topic ● Wellcomm group intervention in nursery and school ● Pre teaching of vocabulary ● Communication through bricks group ● S2S ● Dyslexia gold to increase basic reading and spelling for EAL pupils. ● Early Years team for advice | <ul style="list-style-type: none"> ● Welcomm intervention in nursery and school ● Pre teaching of vocabulary ● S2S ● Social stories in nursery and school ● ELSA sessions ● Communication through bricks ● Visual timetables ● Individual programme based on targets set by Speech and Language |

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| | <ul style="list-style-type: none"> ● Choral response, I say , you say ● Pupils respond in full sentences ● EYFS - through free flow of indoor and outdoor provision ● Books as hooks | <ul style="list-style-type: none"> ● Support from health visitors | <p>therapists in nursery and school</p> <ul style="list-style-type: none"> ● Use of laptops through access through technology ● Early Years team for advice ● Support from health visitors |
| Social, Emotional and Mental Health | <ul style="list-style-type: none"> ● Dojo / House points ● Behaviour rewards ● Flourish school book - great citizenship ● wholeschool/Class collective worship ● Timetabled Outdoor learning ● Reading nook in every classroom and reflective spaces outdoors ● EYFS - through free flow of indoor and outdoor provision ● Books as hooks | <ul style="list-style-type: none"> ● Additional transition work ● Socially speaking sessions ● Building blocks for communication sessions. ● Zones of regulation work ● S2S ● Nelson’s journey ● Young Carers ● Sensory circuits ● Early Years team for advice ● Support from health visitors ● Use of books in nursery to help links e.g. colour monster | <ul style="list-style-type: none"> ● Meet and Greet and handover with parents / guardians ● Additional transition work ● Zones of regulation cards ● ELSA sessions ● DESTY sessions ● Play therapy sessions ● Social stories ● Risk reduction plan ● Positive behaviour plan ● Feelings and wishes work ● Building blocks for communication. ● Reward systems ● S2S ● Point 1 ● CAHMs ● Nelson’s Journey ● Young Carers ● Early Years team for advice |

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| | | | <ul style="list-style-type: none"> ● Support from health visitors |
| Physical and Sensory | <ul style="list-style-type: none"> ● Reduction of contrast on whiteboards to support pupils with visual stress. ● Medical awareness and support for children with short and long term health conditions. ● Staff awareness of hearing and visual impairments and support required. ● Table tennis ● Yoga ● Play equipment ● EYFS - through free flow of indoor and outdoor provision | <ul style="list-style-type: none"> ● S2S ● Access to writing slopes, pencil grips, over lays, fidget toys etc. ● Sensory circuits ● Early Years team for advice ● Support from health visitors | <ul style="list-style-type: none"> ● Use of coloured overlays to support pupils with visual stress. ● Use of pencil grips as recommended by occupational therapists. ● Use of fidget toys as recommended by health professionals. ● Use of writing slopes as recommended by occupational therapists. ● Use of wobble cushions as recommended by health professionals. ● Use of scissors as recommended by occupational therapists. ● Speed up writing programme for individuals as recommended by occupational therapists. ● Advice and input from Sensory support ● Support from school nursing team. ● Individual programmes set by occupational therapists, |

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| | | | <p>physiotherapists and other health care professionals in nursery and school</p> <ul style="list-style-type: none">● S2S● Use of laptop through laptops from access Through technology● Early Years team for advice● Support from health visitors |
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