



## PROVISION and ACCESS MAP – WARREN WOOD PRIMARY SCHOOL 2023/24

PEDAGOGIC	TAILORED EDUCATIONAL INTERVENTIONS ACROSS YEAR GROUPS – 2023/24					
<b>TAILORED EDUCATIONAL INTERVENTIONS</b>	<b>Nursery</b>	SSS Welcom SaLT Early Years Advisory Service	Turn taking/social skills	<b>Year 3</b>	Phonics Catch-up Red Dot Readers Inclusion Service Motor Skills Play Therapy Virtual Schools	SaLT Emotional Wellbeing Maths catch-up Tutor 1-1 maths Young Carers
	<b>Reception</b>	Phonics catch-up Red Dot Readers Social Skills Group Black Sheep Press- Phonics	Welcom SaLT SaLT	<b>Year 4</b>	Phonics Catch-up Red Dot Readers Play Therapy Young Carers	SaLT Emotional Wellbeing Maths catch-up Tutor
	<b>Year 1</b>	Phonics Catch-up Red Dot Readers Social Skills Group Relaxed Kids	SaLT Emotional Wellbeing Motor Skills Play Therapy	<b>Year 5</b>	Red Dot Readers Handwriting Social Skills Group Emotional Support Group	Maths catch-up Tutor Play Therapy Young carers Virtual Schools
	<b>Year 2</b>	Phonics Catch-up Red Dot Readers Play Therapy Small Maths group	SaLT Emotional Wellbeing Motor Skills	<b>Year 6</b>	Red Dot Readers Handwriting Social Skills Group Emotional Support Group	Play Therapy Young Carers Maths catch-up Tutor

INCLUSIVE & SUPPORTIVE COMMUNITIES	COGNITION & LEARNING	COMMUNICATION & INTERACTION	BEHAVIOUR, EMOTIONAL & SOCIAL DEVELOPMENT	SENSORY AND/OR PHYSICAL MEDICAL CONDITIONS
<b>KS1 KS2 TARGETED PROVISION</b>	In class support (Teaching Assistant) Specialist Teaching Literacy / Numeracy Groups Assessment / Progress Tracking Annual Review and Reporting Cycle Paired Reading ICT Provision Motor Skills	Access to Speech & Language advice and / or programme if appropriate In Class Support if appropriate Specialist Teaching if appropriate Visual Timetable if appropriate Visual Aids Use of Symbols / Visuals Structured School & Class routines Environment Clues (e.g. Signs, Location Systems) I.C.T. - interactive whiteboards Sensory Tool Kit Language Link	Restorative Approaches Zones of Regulation In Class Support My Plans Circle Time	School offers an individual response to the wide range of needs from monitoring to full-time support through flexible deployment of resources and personnel. Support may be short, medium or long term to enable access to an inclusive mainstream placement. Staff are aware of impairment implications and offer flexible teaching arrangements. Specific Physiotherapy or Occupational Therapy programmes may be offered. Some in-class support may address health and safety or access issues.
<b>ACCESS STRATEGIES</b>	Dyslexia Friendly Environments Mind / Brain Friendly Learning Mixed Learning Styles Writing Frames / Key Word Banks Home / School Link Ability / Small Groups Adaptive Teaching & Planning in all curriculum subjects School Marking Policy School Homework Policy Integrated Learning Systems School website SENDCo	Inclusion Service SaLT Team Autism Friendly Initiatives Autism Team Positive language environments Peer-Mentoring Adaptive teaching ICT Software Ethnic Diversity Service Language Link	Restorative Approaches Zones of Regulation Inclusion Service Primary Jigsaw School Age Plus worker Talk, Listen, Change Great Minds Together My Plans	Sensory Support Service OT Teacher of the Deaf – when required Disabled toilets School Nurse Medical Support – when required 1:1 Mobility (on-site) Support – when required Specialist ICT Resources Support – when required Keyboard Skills Training Support – when required
<b>LIAISON WITH PARENTS</b>	Open Evenings • Parents Evenings • Before & After-School Clubs • SENDCo or Class Teacher – by request or at scheduled review meetings • Play Groups/ Nurseries			
<b>PARTNER AGENCIES</b>	SENDCo Governor • Cognition and Learning teacher • Educational Psychology • Inclusion Service • SSS (Sensory Support Service) • Speech and Language Service (SaLT) • Occupational Therapy(OT) • Physiotherapy • Early Years Teams • CAMHS (Child and Adult Mental Health) • Ethnic Diversity Service • School Age Plus Worker • Social Care			
<b>CONTINUING PROFESSIONAL DEVELOPMENT</b>	Whole School INSET from internal /external sources • Targeted individual training • Knowledge disseminated • Inclusive practice self-evaluated • Inclusion strand in School Development Plan			