



to the

Arden Grove Infant & Nursery School

SEN Information Report 2022-23

Part of the [Norfolk Local Offer](#) for Learners with SEND

# Introduction

Welcome to our SEN Information Report, which is part of the [Norfolk Local Offer](#) for learners with Special Educational Needs or Disabilities (SEND) - the way in which Norfolk County Council provides for learners with Special Educational Needs and disabilities.



The requirements for our SEN Information Report are set out in the [SEND Regulations 2014](#).

At Arden Grove Infant & Nursery School we are committed to working together with all members of our school community. Our SEN Information Report is produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do [contact us](#).



# Aims for our children

At Arden Grove Infant & Nursery School, we wish **all** children to:



- **Enjoy learning** and be **excited to develop** new skills.
- **Learn** how to **think and talk about** their own learning.
- Become more **confident, motivated, resilient** and **compassionate**.
- **Learn** how to **form trusting and safe relationships** with others, able to make **healthy and positive choices** with increasing independence.
- Know how important it is to understand **their own and other's feelings, views and values, showing care and respect** for themselves, their family and friends.
- Find ways to make a **positive contribution** to the community they live in.



# Our approach to learning

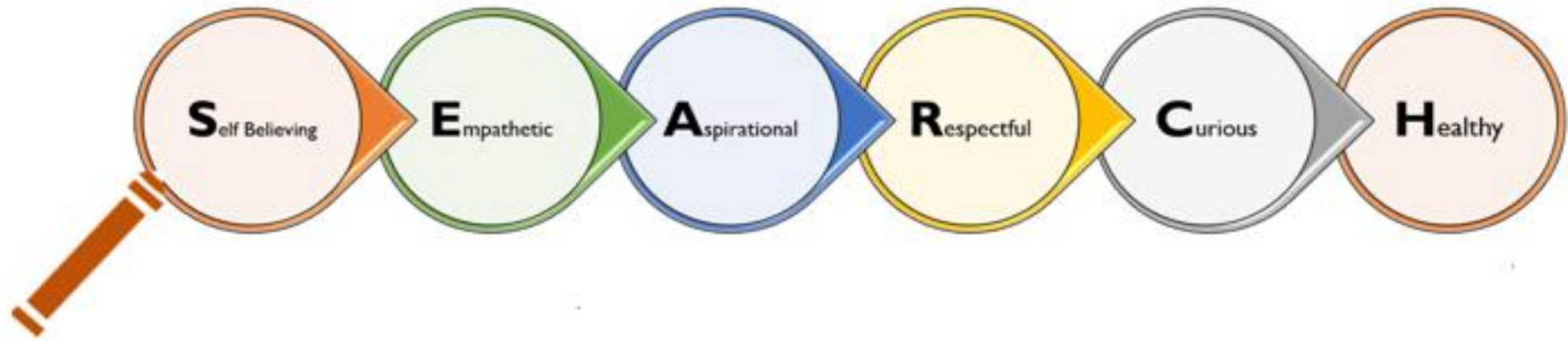


## Arden Grove is a 'learning for all' school

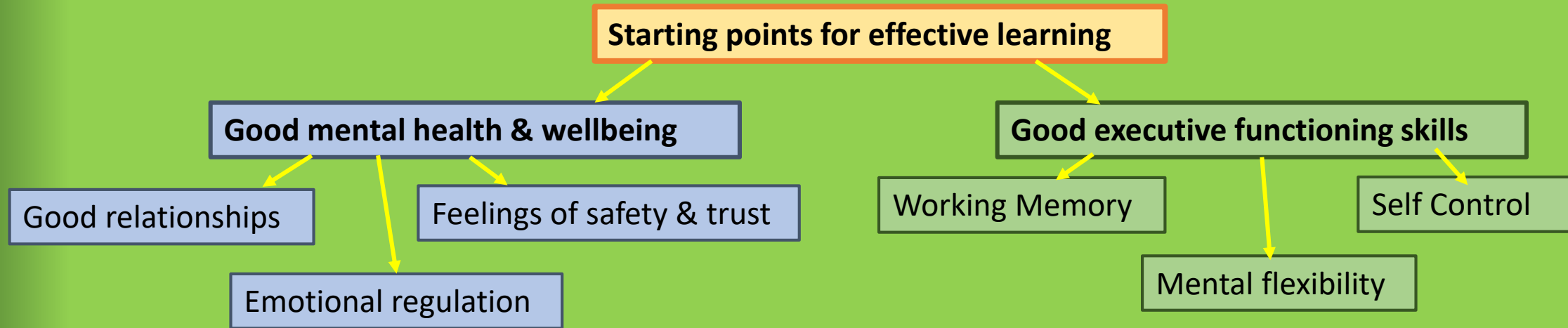
- We are a school that understands for every child to be successful, they need to feel they belong.
- We provide a learning environment and curriculum based on their unique starting points.
- We are a school that is happy, safe, caring and inclusive that builds positive relationships with parents, carers and the wider community.
- We are a school that values the development of every child by offering a broad and balanced curriculum that is enriched by exciting opportunities and experiences.



# Our school values



# Our curriculum for all – building foundations for learning



Emotional regulation is fundamental to unlocking personal, social, emotional and academic potential for every child, whatever their starting point. Teaching children to name, recognise and manage their own feelings and emotions is taught both discretely as well as woven into all we do. The entire school experience, including enrichment and the wider curriculum will only have a longer term impact if the children can connect to and remember what they see, or hear and recognise what and how it makes them feel. Once children are able to have an emotional response to experiences, they will learn from them, develop preferences, likes, opinions, curiosity to know more. We prioritise building relationships with our children and families as well as giving careful consideration to what additional curriculum opportunities are appropriate and at what point in their development in order to make a genuine impact and difference.

Speech, language and communication are essential life skills which help lay the foundations for future success. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills.

Finally, our curriculum aims to encourage children to have a positive and secure sense of home and identity, develop secure connections to people, places and the present, but know that there are exciting things beyond our doorstep that they want to explore.

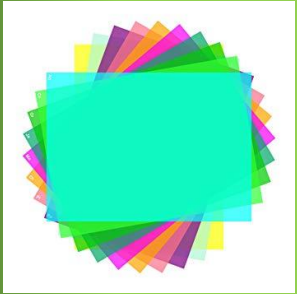
*“Hellesdon in our hearts, the whole world at our feet.”*





# In the classroom

Planning and quality first teaching is adapted on a daily basis and is flexible and differentiated to meet the needs of **all** learners. Daily assessment of progress is reflected in how sessions are delivered the following day and this allows for children to have further support if needed or be moved on to the next aspect of learning.



We have a class teacher and a teaching assistant in every class providing support in a variety of ways. For example at carpet learning times, in small group activities and where appropriate on a 1:1 basis. Some classes, where there are additional needs, will have further adult support to meet the more specific needs of SEND learners.



Learners have access to a range of different resources, such as coloured paper, overlays, pencil grips, writing slopes, visual timetables, recording devices, i-Pads etc and these will help to form the basis of good quality first teaching.



Every classroom has a 'Regulation Station' - children are supported in the classroom to develop their ability to notice how their body is feeling, linking this to emotions they might be feeling and then identifying ways in which they can restore calm and self-regulation.



# Definition of SEND

The Code of Practice defines SEND as:

*‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

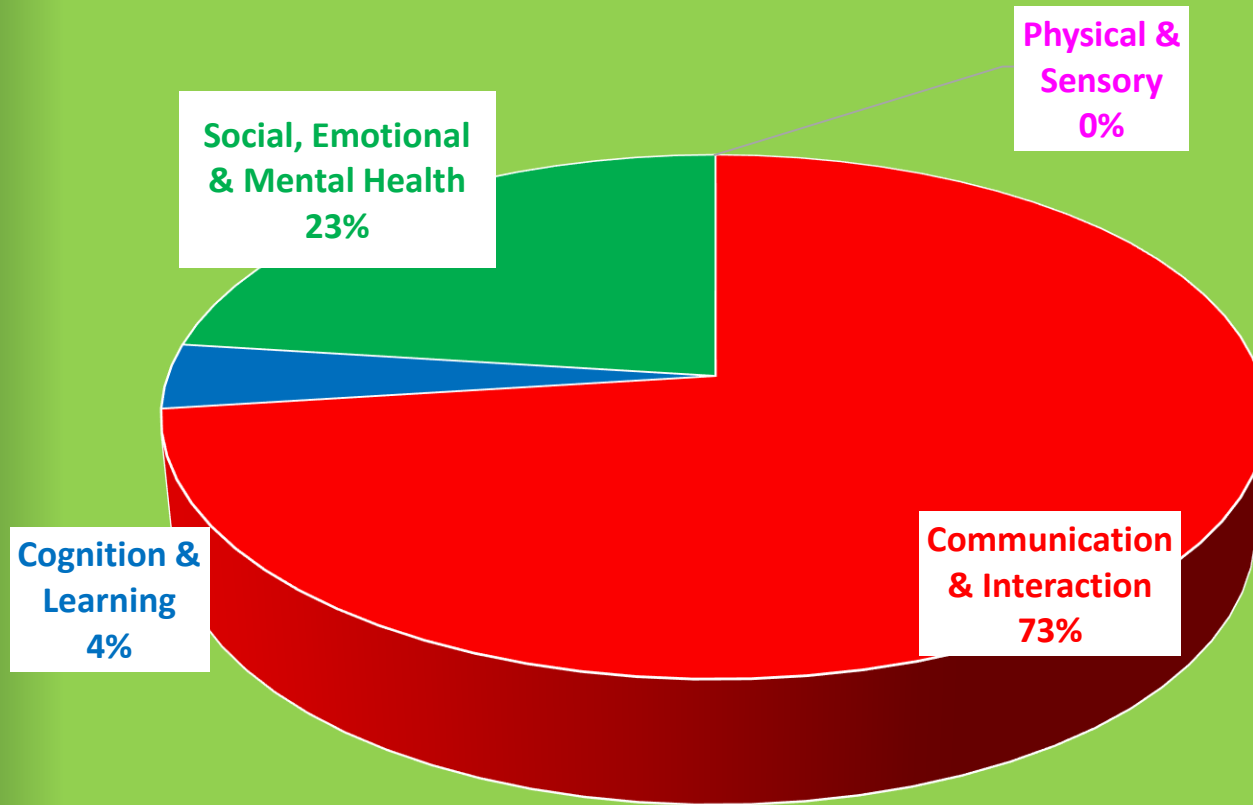
*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’*

Only those with a learning difficulty or disability that requires support which is **‘additional to or different from’** high quality class teaching, differentiation and routine intervention will be designated as having SEND.





# Arden Grove SEND Profile Summer 2022



We provide for all kinds of SEND included within the broad areas of need outlined in the SEND Code of Practice:

**Communication and Interaction:** This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

**Cognition and Learning:** This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

**Social, Emotional and Mental Health Difficulties:** This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

**Sensory and/or Physical Difficulties:** This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Please note that these figures are based upon children's primary needs, but many children have needs which fall into more than one category, such as learning & cognition. These secondary needs are not represented in this data.

Our current SEND profile shows **15%** of all pupils are identified with SEND. This compares to 16.9% in Norfolk (14.8% SEN Support + 2.1% EHCP) and 15.3% nationally (13% SEN Support + 2.3% EHCP).

*This is subject to change as the needs of the pupils change.*

Currently 1% of pupils identified to have SEND have an EHCP and 14% are at the stage of SEN Support.



# How we identify SEN

At different periods during a child's time in education, they might have a Special Education Need.

Learners can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning. We also understand that being a Looked After or Previously Looked After Child is likely to impact on learning and progress.



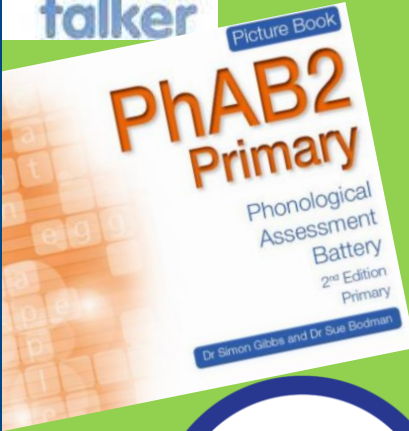
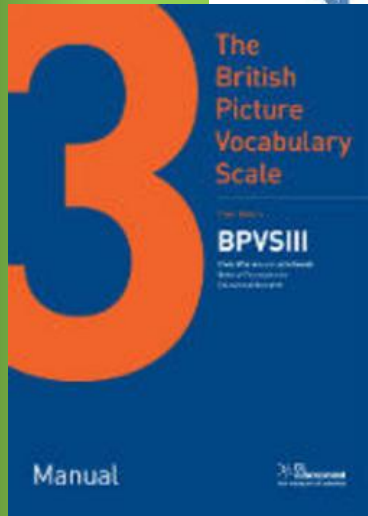
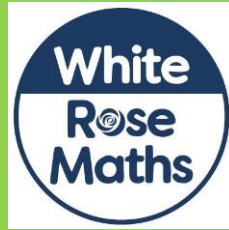
At Arden Grove we are committed to ensuring that all learners have access to learning opportunities, and for those who are risk of not learning, we will intervene and support their needs.



However, this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty or disability that requires support which is **'additional to or different from'** high quality class teaching, differentiation and routine intervention intended to overcome the barrier to their learning will be identified as having SEN.



# What resources do we use to help us identify SEN?



- For all children, we use 'Read, Write Inc.' progress tests to help assess attainment and progress within the scheme, PiRA reading and White Rose Maths assessments to help us track progress against national standards.
- Results from these tests can help to indicate whether or not a child is achieving at the expected level for their year group and whether they are making progress at the expected rate.
- We also have a range of other screening tools, to help us identify whether or not a child may have a more specific difficulty, such as delayed speech & language skills, dyslexia or visual stress.
- Whilst these resources do not provide any formal diagnosis, they do help to guide us in the right direction, both in providing additional support and seeking support from other agencies.
- We work with a number of different agencies outside school in order to help us support children. These include an Educational Psychologist, Specialist Support Teachers, the Speech & Language Therapy Service, Health Services, Child and Adolescent Mental Health Service (CAMHS), ASD Support Team, Sensory Support, School to School Support and Specialist Resource Bases (SRBs).



Educational Psychology  
& Specialist Support



Sally Wynne - Speech and language therapist



# A Graduated Approach

We apply a **graduated approach** when identifying Special Educational Needs so every child can progress well. This is how we identify and address SEN. Please click on the boxes to find out more about each step.

## Step 1

If any child is not making progress or achieving at the level expected for their age group, we work together to find out why and agree on how best to help them.

## Step 2

If a child has received differentiation and routine intervention and support appropriate for their age group, but they are still not making progress, next steps will be discussed with everyone and the child may be added to the school's SEND Register.

## Step 3

If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech & Language Therapist (SALT) or Child and Adolescent Mental Health Service (CAMHS).

## Step 4

If funding beyond the school budget is needed in order to support a child with more complex levels of need, the school can apply for 'top up' funding from the Local Authority.

## Step 5

If a child continues to display high levels of need which are having a negative impact on their ability to make progress, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.



# A Graduated Approach

## Step 1



- If any child is not making progress or achieving at the level expected for their age group, we work together to find out why.
- We agree on the best support to put in place to help them.
- Differentiation and routine intervention, such as additional small group phonics sessions, will be provided for every child who needs support.
- The child may or may not have SEN. It may be that they have gaps in their knowledge and understanding, need a boost to their learning in a particular area or support to overcome an specific, short-term barrier to their learning.
- Staff who work most closely with the child will recommend support strategies. These will be discussed with the child and parents/carers so that clear outcomes can be identified.
- The child will receive support/intervention for a set amount of time and their progress will be monitored.
- Please see our [Provision Map](#) to find out more about the types of support available to all children as part of quality first teaching and routine support & intervention.

# A Graduated Approach

## Step 2



If a child has received differentiation and routine intervention & support appropriate for their age group, but they are still not making progress...

OR

there is some other evidence to suggest the child may have special educational needs then:

- Initial discussions will take place between class teacher, SENCO and parents/carers.
- The child's needs will be investigated further. We have a range of [assessment tools](#) and resources available in school to help us.
- If it is agreed that a child needs support which is '**additional to or different from**' the expected high quality class teaching, differentiation and routine intervention for their year group, the child's needs will be discussed with parents/carers & child and upon agreement, the child will be placed on the SEND Register to help record how we are supporting their needs. Please see our Provision Map for examples of the types of support we can offer.
- The class teacher will work with the child to put together a **Pupil Profile** (Talking Mat) and **Learning Plan** which will set out specific learning goals and how we will support these and measure success. This plan will be discussed with all involved and reviewed at least once per term.



# A Graduated Approach

## Step 3

If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech & Language Therapist (SALT), Child and Adolescent Mental Health Service (CAMHS), School to School Support Service or School Nursing Team.

What do these services do?



### **Educational Psychologist (EP)**

A person who is specially qualified to help investigate and identify any cognitive barriers to learning that children may be experiencing, such as being able to take in, remember, understand and manipulate information in order to learn successfully.

### **Speech & Language Therapist (SALT)**

Speech & Language Therapists can assess, diagnose and work with children and young people, from birth to 19 years old, who have speech, language and communication needs or difficulties with eating, drinking and swallowing.

### **School Nursing Team**

This team can support children, schools and families with a wide range of needs such as emotional wellbeing, healthy lifestyles e.g. sleep & healthy eating, transition when starting school or moving to high school and carrying out hearing tests.

[Back](#)

# A Graduated Approach

## Step 4



Arden Grove Infant & Nursery School receives funding directly to the school from the Government to support the needs of learners with SEND. This is described in a SEND Memorandum, as part of the school's allocated annual budget, and this information can be found here: <https://csapps.norfolk.gov.uk/BudgetShare/ReportsMenu.aspx>

For learners who require the highest levels of support which goes beyond what is already in place within the school budget and provided that the school can demonstrate effective use of these resources, the school can apply to the Local Authority for 'top up' funding.

The school needs to be able to show that a specific amount of funding has already been spent on the child individually before being able to apply for 'top up' funding.

# A Graduated Approach

## Step 5



If a child continues to display high levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.

The following web page within the Norfolk SEND Local Offer explains more:

[Norfolk SEND Local Offer Education Health and Care Needs Assessment and Plans](#)

# How do we find out if support is effective?



Monitoring progress is a central part of teaching and leadership at Arden Grove Infant & Nursery School. The progress of all learners is discussed during termly pupil progress meetings.

Parents/carers, pupils, governors and staff are involved in reviewing the impact of support and interventions for learners with SEND.

We follow the '[assess, plan, do, review](#)' model and ensure that parents/carers and children are involved in each step.

Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to help measure the impact of the intervention.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review may be built into the intervention itself, or it can be part of updating the child's learning plan (termly). If a pupil has an Education, Health & Care Plan (EHCP), the same termly review conversations take place, but the EHCP will also be reviewed annually.

The SENCO uses research evidence and guidance to help select the most effective interventions and collects the impact data of interventions to ensure that we are only using interventions that are proven to work.



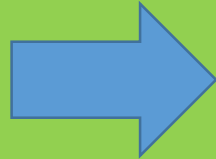


Keeping the child at the heart of the process...

### ASSESS

Use a wide variety of information to try to identify what the child's barriers to learning are and how best to support them.

- Data on attainment, progress, behaviour and attendance
- Teacher assessment and observation
- Parent views, pupil views
- Advice from external agencies
- Information from additional assessments



### PLAN

Following discussion with parent/carer and child, make decisions about:

- What reasonable adjustments a class teacher should make to enable the child to access high quality teaching
- What support/intervention 'additional to or different from' high quality teaching should be in place
- The expected outcomes and how success will be measured



### DO

Carry out the agreed methods of support and intervention.

- Implementation of strategies by class teachers and teaching assistants
- Monitoring and tracking of progress, both with specific support and intervention, as well as more generally
- Refine and revise planned support as understanding of what works for a particular pupil grows



Review



# Other opportunities for learning



All learners should have the same opportunity to access extra curricular activities.

Details of what we currently have on offer are published half termly by letter and updates will be added to our school app.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO, Miss Gregson, if you wish to discuss specific requirements.

We highly value the importance of the [Equality Act 2010](#). This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The [Norfolk Local Offer](#) has details of different clubs and opportunities for children with SEND.





# Equality and Accessibility

The Equality Act 2010 definition of disability is:

**'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'**

Section 1(1) Disability Discrimination Act 1995



This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there may be a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act and how it relates to children and young people, the protected characteristics or duties on public bodies, please click [here](#).

Under the Equality Act 2010, all schools are required to have an Accessibility Plan which details how the school will:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Please find our current **Accessibility Plan** on our school website.

# Social & Emotional Learning



## Supporting Our Code



**Learning to put things right!**

**Make time to:**

**Calm and talk**



**Clean up!**



**Make up!**



**Catch up or practice!**



WENSUMTRUST

**Let's...**



Always be **safe** and **kind** and take **care** of everything



Always try to do our **best** and always say **"I can!"**



Always use our **good manners** wherever we go



Try to understand how our **feelings** work and use them well



Listen well, be **honest** and try to make **good choices**

**Our Code**



Aden Grove Infant and Nursery School

WENSUMTRUST

## Solving Problems



**First Connect**

Use **empathy** to show you **accept** their feelings and understand why they behaved in a particular way.

**Remember:**

**Wonder Aloud** about feelings a child cannot explain, or the meaning behind the behaviour

I wonder if...?



Did the action **Fill** or **Dip** from someone's 'bucket'?

**Label the Part** being used. Which part **should** have been used?



**Then Correct**

**Calmly** tell them the behaviour is **not acceptable**. Provide a **consequence**, without anger. **Repair**. "Let's make it right." Do **we** need to make changes?



A mindful approach to PSHE, with strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.



# The Base



**The Base is an additionally funded provision, within the mainstream school of Arden Grove Infant & Nursery School, that caters for children aged 5-7. We have two small classes of up to eight children, with high staffing ratios and access to dedicated specialist support.**

We offer a continuous web of therapeutic approaches, supporting self-regulation (including PACE, Language of Parts, [Emotion Coaching](#) and [The Alert Program](#)) alongside educational support. This provides an environment and bespoke provision that helps children with complex social, emotional and mental health (SEMH) needs to feel safe and calm, so that they can begin to flourish.

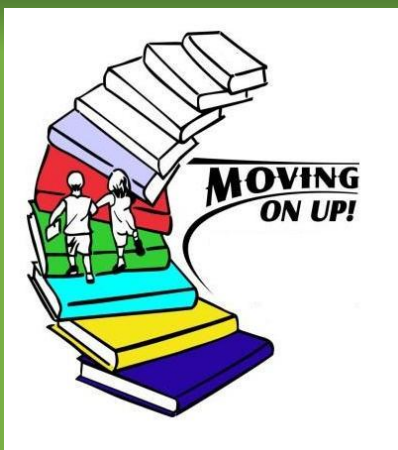
Schools can refer children to The Base and this process is managed by the Local Authority with placement decisions being made by a dedicated panel. Children who attend The Base are kept on roll at their home school and can attend the Base for up to four terms. At the end of their time with us, we aim to support children's successful reintegration back to mainstream provision, in their home school.

## Our Aims

- To enable children to return to mainstream education, improving their ability to emotionally self-regulate and improve children's mental health.
- To have a clear and accessible pathway for accessing support for pupils within mainstream schools.
- To work in partnership with home schools, helping them to better understand how to support children with complex SEMH needs and to be equipped to enable successful transitions for pupils back to mainstream provision.
- For families of children with SEMH needs to have access to appropriate support and strategies, and to understand how best to support their children.
- For families, home schools and SEMH bases to work collaboratively with children to enable them to flourish and make progress within a mainstream school provision.

During the first term of their placement, children can attend the Base for up to five days each week. In subsequent terms, children will gradually spend more time back at their home school.

Find out more about **The Base** here: <https://www.wensumtrust.org.uk/ardengrove/the-base>



# Preparing for the next step



Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school.

We are committed to working in partnership with children, families and other providers as well as within our own setting to ensure positive transitions occur.

Planning for transition is part of our provision for all learners with SEND. Moving classes or schools will be discussed with you and your child, and if necessary, support and the opportunity for additional transition experiences will be provided.

For learners with an EHCP, transition to junior school will begin to be discussed in the Summer Term of Year 1, to ensure plenty of time for planning and preparation.





# Have Your Say

Arden Grove Infant & Nursery School believes in developing excellent provision for all learners. This SEND Policy and Information Report declares our annual offer to learners with SEND. To be effective it needs the views and commitment of all parents/carers, learners, governors and staff, so please engage with our annual process to 'assess, plan, do and review' provision for learners with SEND.





# Making a complaint



If at any time you feel unhappy about any aspect of your child's provision, it is important that you let us know.

So that we can work together to resolve the issue, please make an appointment to discuss your concerns with your child's class teacher, in the first instance.

Alternatively, if you would prefer, please feel free to request an appointment with the SENDCo. If you wish to make a formal complaint, please refer to the School's Complaints Procedure, which can be accessed on our website.





# Linked policies and other useful Links

Whole School Policy for Safeguarding incorporating Child Protection

<https://www.wensumtrust.org.uk/ardengrove/information/school-policies>

Behaviour & Emotional Regulation Policy <https://www.wensumtrust.org.uk/ardengrove/information/school-policies>

Supporting Pupils with Medical Conditions <https://www.wensumtrust.org.uk/ardengrove/information/school-policies>

Admission Arrangements <https://www.wensumtrust.org.uk/ardengrove/information/admissions>

Accessibility Plan <https://www.wensumtrust.org.uk/ardengrove/information/school-policies>

Norfolk SEND Local Offer [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Norfolk SEND Partnership Information, Advice and Support Service <http://www.norfolksendpartnershiassi.org.uk/>

Family Voice Norfolk <http://www.familyvoice.org.uk/>

Just One Norfolk <https://www.justonenorfolk.nhs.uk/>





**Arden Grove Infant & Nursery School**  
Cottinghams Drive, Hellesdon, Norwich NR6 6QA

Tel: (01603) 404 553

e-mail: [office@ardengrove.norfolk.sch.uk](mailto:office@ardengrove.norfolk.sch.uk)

The best people to contact regarding SEND this year are:



Mrs S Waterfield  
Headteacher

[head@ardengrove.norfolk.sch.uk](mailto:head@ardengrove.norfolk.sch.uk)



Miss J Gregson  
SENCO

NASENCO achieved September 2013  
[senco@ardengrove.Norfolk.sch.uk](mailto:senco@ardengrove.Norfolk.sch.uk)



Mr Cook

Deputy Headteacher

[deputy@ardengrove.norfolk.sch.uk](mailto:deputy@ardengrove.norfolk.sch.uk)



Mrs A Zinonos-Lee  
SEND Governor



# Staff Expertise & Summary of Staff Training in relation to SEND 2021/22

During 2021/22, staff training in relation to SEND (including online) took place in the following areas:

- Nuffield Early Language Intervention (staff involved in delivery of this programme)
- EduKey Provision Mapping and Learning Plan Software (teaching staff only)
- Norfolk STEP On and STEP Up Tutor Training (Miss Gregson & Mrs Higgs)
- Norfolk STEP On (all staff) and STEP Up (as relevant)
- Essential SENCO Network (SENCO)

Staff training and expertise:

On our team, we have staff with expertise in the areas of attachment & trauma, speech, language & communication (including ELKLAN\* training),

We have three Mental Health Champions and two Norfolk STEPS Tutors.

\* ELKLAN is specialist training in working with and supporting children with speech, language & communication needs.

Training in 2022/23 will include, continued support from Emotion Coaching UK (all staff), continued support to develop Executive Functioning skills, online training recommended by Norfolk and Waveney Speech & Language to help us to implement recommended speech & language provision, coaching sessions from Norfolk & Waveney Speech & Language relating directly to individual children and their needs, iCan Communication Champion (Core & Intermediate) training for new staff.



# Provision Map – examples of intervention and support provided in class as part of high quality teaching in each year group

## To help with cognition and learning needs:

- Differentiated curriculum
- Differentiated delivery
- Differentiated outcome
- Increased visual aids
- Visual timetables
- Illustrated dictionaries
- Use of writing frames
- Multi-sensory approach
- Flashcards to pre-teach vocabulary
- Directed adult support in class
- Specific dyslexia support (see separate sheet)
- Activities to improve executive functioning

## To help with communication and interaction needs:

- Flexible teaching arrangements
- Structured school and class routines
- Differentiated curriculum delivery
- Differentiated outcomes
- Increased visual aids
- Visual time tables
- Use of symbols
- Multi-sensory approach
- Availability of resources e.g. laptop/iPad
- Directed adult support in class
- Fiddle toys
- Social Stories

## To help with social, emotional and mental health needs:

- Whole school ethos and Our Code
- Differentiated whole school policy for behaviour
- JIGSAW (PSHE scheme)
- Directed adult support in class
- Regulation Station in every classroom
- Fiddle toys
- Social stories
- Whole school use of emotion coaching approach

## To help with sensory and physical needs:

- Flexible teaching arrangements
- Teacher awareness of S&P Impairment
- Tailored seating plan to accommodate needs
- Availability of resources e.g. laptop / iPad
- Multi-sensory approach
- Pencil grips
- Coloured overlays, paper & rulers
- Sloped writing boards
- Directed adult support in class
- Move'n'Sit cushions
- Fiddle toys
- Sensory breaks
- Calm space



# Provision Map – examples of intervention and support provided in small groups as part of high quality teaching in each year group and/or as targeted intervention

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Fine and Gross Motor Skills intervention</li> <li>Every Child A Talker Speech &amp; Language activities</li> <li>Nuffield Early Language Intervention</li> </ul>	<ul style="list-style-type: none"> <li>Fine and Gross Motor Skills intervention</li> <li>Read, Write, Inc. 1:1 tutoring</li> <li>Executive Function games</li> <li>WellComm speech &amp; language activities</li> <li>Talk Boost</li> </ul>	<ul style="list-style-type: none"> <li>Read, Write, Inc. 1:1 tutoring</li> <li>Additional Phonics, Reading &amp; Maths</li> <li>Fine Motor Skills intervention</li> <li>Executive function games</li> <li>Access to our Nurture Base 'Trinity Classroom'</li> <li>Bucket Time</li> </ul>	<ul style="list-style-type: none"> <li>Precision Teaching</li> <li>Additional Phonics, Reading &amp; Maths</li> <li>Memory Magic</li> <li>Fine motor skills intervention</li> <li>Executive function games</li> <li>Access to our Nurture Base 'Trinity Classroom'</li> <li>Bucket Time</li> </ul>



Provision Map – examples of intervention and support provided one to one in each year group

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"><li>• 1:1 Speech and Language Therapy programme</li><li>• Emotion Coaching</li></ul>	<ul style="list-style-type: none"><li>• 1:1 Speech and Language Therapy programme</li><li>• Directed 1:1 adult support to enable access the curriculum</li><li>• 1:1 Read, Write, Inc. tutoring</li><li>• Emotion Coaching</li></ul>	<ul style="list-style-type: none"><li>• Individual Curriculum</li><li>• Regulating Curriculum</li><li>• Directed 1:1 adult support to enable access the curriculum</li><li>• 1:1 Speech and Language Therapy programme</li><li>• 1:1 Read, Write, Inc. tutoring</li><li>• Emotion Coaching</li><li>• Sensory Circuits</li></ul>	<ul style="list-style-type: none"><li>• Individual Curriculum</li><li>• Regulating Curriculum</li><li>• Directed 1:1 adult support to enable access to the curriculum</li><li>• 1:1 Speech and Language Therapy programme</li><li>• Access to Speech &amp; Lanugage Specialist Resource Base 4 days per week</li><li>• Emotion Coaching</li><li>• Sensory Circuits</li><li>• Precision Teaching</li><li>• 1:1 Read, Write, Inc. tutoring</li></ul>

