Dereham Church of England Junior Academy PROVISION MENU 24-25

Name of pupil:

	TEACHER TWEAKS			RESOURCES			INTERVENTIONS			KEEP MONITO	DRING			EXTERNAL AGEN	CIES		
	Level 1: Univer	itlem	nent/ High Quality teaching														
N AREA F NEED						time-limited interventions ghly tailored interventions											
		Au Sp	Su		Au Sp	Su		Au	Sp Su		Au	Sp	Su		Au	Sp	Su
	Differentiated curriculum planning through outcomes and activities			3.3.2-SRWS 1 Use of alternative methods of recording as			PiXL therapies			One page profile targets				3.3.2- SENCo 8 School2School			
				required, including technological devices such as			TT Rockstars			INDES				SENCo assessments			
				laptops & voice memo			Number stacks programme			7Cs				3.3.2- SENCo 4 Educational Psychologist			
ρū	Chunked instructions			Coloured IWB screens			Number sense			Salford Reading assessment				3.3.2- SENCo 4 Advisory Learning Support Teacher			
. <u>≅</u>	Working walls/ modelling			Appropriate font & sizing			Plus 1 Maths			Use of NAPs tracker				Learning and Cognition SRB outreach/			Τ
Ξ	In class support from TAs			Reading windows			Numicon			Single word spelling test				placement			
Learning	3.3.2-SoP 6 Small guided group & pair work			3.3.2-GS 2 Writing frames			3.3.2-SRWS 5 Precision teaching			High frequency word screener				3.3.2- SENCo 7 Access Through technology			Ī
	Clear & explicit objectives			Barrington Stoke dictionaries			Booster groups in all year groups- Literacy/ Maths			Sandwell Numeracy assessment				3.3.2- SENCo 6 Dyslexia outreach			Ī
and	Brain breaks			3.3.2-GS 2 Talking tins			Spelling shed			Maths anxiety checklist							I
Cognition				3.3.2-SM 2 Visual aids			3.3.2-SRWS 5 Small Read, Write Inc groups in Years 3 & 4			Observations							
ij				3.3.2-GS 2 Word mats			3.3.2-SRWS 5 Fresh start RWI in Years 5 & 6			PiXL assessments							
ဗ္ဗ				3.3.2-SoP 3 Task planners			3.3.2-SRWS 5 SNIP/ HFW spelling programme			Book look							
•				Dyscalculia friendly tools/ use of concrete materials:			3.3.2-SM 3 Pre-teach sessions of core skills			Pupil voice							
				-Dene blocks -number lines - multiplication grids			1:1 reading										-
							Small group adapted Reading masters										Γ
							Working memory small group activities										Τ

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EN AREA	Level 1: Univer	ment/ High Quality teaching															
		time-limited interventions				1											
F NEED							ghly tailored interventions										
		_					silly tailored litter ventions		_	_			_			-	
		Au	Sp S		Au S	p <mark>Su</mark>		Au	Sp	Su		lu Sp	Su		Au	Sp	1
	3.1.2-1 Using appropriate levels of language – simplifying when needed.			3.2.222 3.2.222 structions set out clearly with the use of prompts and reminders to support learners e.g. first/ next			3.2.210 Social stories & comic strip conversations				One page profile targets			3.2.2- SENCO 7 School 2 school			
tion	3.1.2- 2 Use of paraphrasing and reframing by adults and pupils			3.1.2-10 3.2.218 Visual & kinaesthetic cues			3.1.2- SENCO 2 Junior language link intervention				7Cs			3.1.2- SENCO 5 1:1 Speech and language therapy			
эc	3.1.2-4 Regular check-ins			3.1.2-14 Word mats/ talking mats/flashcards/ key vocabulary prompts			3.1.2- SENCO 7 Individual programme based on targets set by Speech and Language therapists				3.1.2- SENCO 1 Language Link screener/ progress measures			3.1.2- SENCO 9 Speech, Language & communication SRB outreach/ placement			
d Inter	3.1.2-9 Opportunities to talk/ verbalise thinking			3.2.222 Clear timetabling including use of visual timetable			3.2.223 Daily/ weekly sessions around key vocabulary and language (e.g. use of BLANKs/ word aware)				3.1.2- SENCO 1 Speech sound screener			3.2.2- SENCO 2 ASD Team			
an	3.1.2-8 Discussion, role play and modelling prior to writing.			3.2.219 Voice recording devices such as talking tins, voice memo			3.1.2-12 Pre teaching of key vocabulary				SENCo assessments (e.g. BPVS)			3.2.2- SENCO 2 Educational Psychologists			
tion	3.1.2- 11 Focus on key vocabulary for topic			3.2.220 Laptops/ chrome books			Colourful semantics				Blanks half termly screener			Advisory Learning Support teacher			
nica							3.2.2- SENCO 6 Lego Therapy				Use of NAPs tracker			3.1.2- SENCO 4 Access Through technology			
3							3.2.2- SENCO 6 Talkabout				PiXL assessments			Neurodevelopmental Service			
E		Ш									Book look			3.4.3- SENCO 6 Schools and communities Team		\perp	
Š		\vdash	-		+						Pupil voice Observations		-			+	_
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	TEACHER TWEAKS				RESOURCES			INTERVENTIONS				KEEP MONITORING	ì		EXTERNAL AGEN	ICIES		
SEN AREA	Level 1: Univer	rsal e	entit	lem	ent/ High Quality teaching													
OF NEED					Level 2: Specific, a	dditi	onal and	time-limited interventions										
		Au	Sp	Su		Au	Sp <mark>Su</mark>		Au	Sp	Su	A	u Sp	o Si	l e	Au	Sp	Su
	3.4.3-E 1 Reminders of School weekly values				Behaviour rewards & Individual reward systems			Individual meet and greet and handover with parents / guardians				INDES			3.4.3- SENCO 9 School 2 School			
alth	House points				Fokens			3.4.3- SENCO 2 Access to pastoral workers (1:1/ small group/ check ins)				One page profile targets			3.4.3- SENCO 6 Supporting smiles (Point 1)			
al he	Class collective worship				Emotional thermometers			Additional transition work e.g. moving on/ TITAN Primary				7Cs			3.4.3- SENCO 2 Paddy Venner, Life Coach			
=	Restorative approaches				Non-verbal signals e.g. coloured cards			Social stories and comic strip conversations				3.4.3- SENCO 3 Strengths & difficulties Questionnaire			CAHMs			
mer	Growth mind-set classroom approach				Worry box/monster			Positive Behaviour Support Plan				Me and my feelings tracker			3.4.3- SENCO 6 Nelson's Journey			
힏	Meet and greet at the beginning/ end of each day				Use of a transitional item			Feelings and wishes work				3.4.3- SENCO 3 Boxall			Young Carers			
al a	Soft start				Calming tools such as breathing cues and stress palls			Building blocks for communication.				Feelings and wishes			3.4.3- SENCO 2 Transforming lives for good			
_					Fidget tools			One page profiles and targets				Pupil voice			ASD team			
ţi					Golden tickets			Quiet 'open classrooms' at lunch times				Observations			TITAN		T	
emo				- 1	3.4.3-E 5 Allocated cool down space			3.4.3- RC 2 Check ins with identified key staff							Neurodevelopmental Service			
cial, e								Mindfulness & brain calmer activities							3.4.3- SENCO 4 Inclusion Team			
OCi								Zones of regulation							3.4.3- SENCO 6 MH	ST		
So								Socially Speaking/ TALKABOUT							3.4.3- SENCO 6 Schools and communities Team			
								Movement breaks/ sensory circuits										

	TEACHER TWEAKS				RESOURCES				INTERVENTIONS				KEEP MONITOR	ING			EXTERNAL AGENO	CIES		
SEN AREA	A Level 1: Universal entitlement/ High Quality teaching																			
OF NEED					Level 2: Specific,	time-limited interventions														
		Au	Sp	Su		Au	Sp	Su		Au	Sp	Su		Au	Sp	Su		Au	Sp	Su
	3.5.2-SENCO 3 Up to date Medical awareness and training for children with short and long term health conditions.				3.3.2- SMS 5 Access to specialist equipment such as:				3.5.2-SENCO 4 Individual care plans				Individual support plan targets				Advice and input from Sensory support			
ځ	Reduction of contrast on whiteboards to support pupils with visual stress.				-writing slopes,				3.3.2- SMS 11 Speed up! Handwriting programme for individuals.				7Cs				Support from the school nursing team			
enso	3.5.2-1 Staff awareness of hearing and visual impairments				-pencil grips,				3.3.2- SMS 11 Write from the start				INDES				Occupational Therapy/ Physiotherapist			
and s	3.5.2-6 Seating arrangements				-coloured overlays,				3.5.2-SENCO 9 Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand eym activities.				Pupil voice				Healthcare professionals e.g. Epilepsy			
g					-fidget toys,				1:1 Hearing/ Visual sensory support sessions				Observations				3.5.2-SENCO 11 Access through technology			
/sic					-wobble cushions				South Warwickshire motor skills small group programme				Movement Battery ABC							
Phy					-Thera putty				Individual support plan targets				Occupational Therapy Pre referral screener						1	1
					-resistance bands				Sensory profile				Serection						1	
					-Adapted P.E equipment				Sensory circuits									İ	1	
					3.3.2- SMS 10 Use of laptop/ touch typing programme from Access Through Technology															