

# Birchwood Avenue Primary School

## Overview of Provision 2023-2024



### What are the areas of need?

Special Educational Needs and Disabilities (SEND) is divided into four areas of need:

- • Cognition and Learning
- • Communication and Interaction
- • Social Emotional and Mental Health
- • Sensory and / or Physical

Pupils with SEND will have a primary need i.e. the most prominent area of need, but may also have additional needs in another area(s).

**A Few children–**  
Individual  
intervention(s)  
providing specialist  
support for a pupil.



**Some children –** Targeted  
interventions delivered individually or  
in a small group setting to provide  
support to enable pupils to secure  
age-related expectations

**All children –** High quality teaching  
is vital in order to create inclusive  
environments. Pupils are challenged  
in areas of the curriculum

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| Area of Need  | All children  | Some Children  | A Few Children  |
|---|---|--|---|
| <b>Social, Emotional and Mental Health</b><br> | <ul style="list-style-type: none"> <li>• Therapeutic Thinking</li> <li>• Visual timetables <ul style="list-style-type: none"> <li>• Jigsaw PSHE</li> </ul> </li> <li>• Playground buddies</li> <li>• Whole school assemblies <ul style="list-style-type: none"> <li>• House points</li> </ul> </li> <li>• Whole school behaviour script to de-escalate behaviour <ul style="list-style-type: none"> <li>• Transition supported <ul style="list-style-type: none"> <li>• Marvelous Me</li> </ul> </li> </ul> </li> <li>• High levels of challenge and expectation</li> <li>• Lunch time club (Nurture Group)</li> <li>• Development of metacognition skills <ul style="list-style-type: none"> <li>• Worry boxes</li> </ul> </li> <li>• Reflection and restoration support <ul style="list-style-type: none"> <li>• Time to talk post its</li> </ul> </li> <li>• Whole school Zones of Regulation</li> </ul> | <ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Home school communication <ul style="list-style-type: none"> <li>• In class support for supporting behaviour</li> </ul> </li> <li>• Protective behaviours</li> <li>• Self-esteem and confidence building <ul style="list-style-type: none"> <li>• Talkabout</li> </ul> </li> <li>• Zones of Regulation <ul style="list-style-type: none"> <li>• Walking Bus</li> </ul> </li> <li>• Protective behaviours</li> </ul> | <ul style="list-style-type: none"> <li>• Targeted transition support</li> <li>• Regular check ins with key adults</li> <li>• Individual strategies outlined in pupil passports and EHCPs <ul style="list-style-type: none"> <li>• Therapeutic plans</li> </ul> </li> <li>• Advice from EP/ specialist teacher <ul style="list-style-type: none"> <li>• Family support groups <ul style="list-style-type: none"> <li>• Counselling</li> </ul> </li> <li>• Circle of Friends <ul style="list-style-type: none"> <li>• Art Therapy</li> <li>• Play Therapy</li> <li>• Music Therapy</li> <li>• Boxall Profile</li> <li>• ELSA Support</li> <li>• EMHP Support</li> </ul> </li> </ul> </li> </ul> |
| <b>Cognition and Learning</b><br>            | <ul style="list-style-type: none"> <li>• Scaffolded learning activities</li> <li>• Child led learning in EYFS <ul style="list-style-type: none"> <li>• Daily Reading</li> </ul> </li> <li>• Learning objectives and success criteria</li> </ul>   | <ul style="list-style-type: none"> <li>• Rapid interventions in maths and English <ul style="list-style-type: none"> <li>• Phonics booster</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Targeted 1:1 support</li> <li>• Individual strategies outlined in pupil passports and EHCPs</li> <li>• Small group or 1:1 literacy/ numeracy support e.g. use of</li> </ul>  |

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|                                      |  |   |  |
|--------------------------------------|--|---|--|
|                                      | <ul style="list-style-type: none"> <li>• Links to previous learning <ul style="list-style-type: none"> <li>• Guided writing</li> </ul> </li> <li>• Clear chunked instructions <ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Working walls</li> <li>• Visual aids</li> </ul> </li> <li>• Opportunities to practice retrieve and revise skills</li> <li>• High levels of challenge and expectation</li> <li>• Equipment and concrete resources</li> <li>• Questioning techniques</li> <li>• Picture at Punctuation</li> <li>• Visual vocabulary support</li> <li>• Formative assessment and effective feedback <ul style="list-style-type: none"> <li>• In class TA support</li> <li>• Visual aids</li> </ul> </li> <li>• Development of metacognitive skills</li> <li>• Encouraging independence</li> </ul> | <ul style="list-style-type: none"> <li>• Pre teaching and over learning of teaching sequences (word wizard)</li> <li>• In class TA support <ul style="list-style-type: none"> <li>• Booster sessions</li> </ul> </li> <li>• Reading Fluency Project <ul style="list-style-type: none"> <li>• Synthetic phonics</li> </ul> </li> <li>• Alternative methods to record work <ul style="list-style-type: none"> <li>• Memory Matters</li> <li>• Literacy toolbox</li> </ul> </li> <li>• Additional targeted phonics <ul style="list-style-type: none"> <li>• Tuition</li> <li>• Touch typing</li> </ul> </li> <li>• Blanks level questions</li> </ul> | <p>Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programs</p> <ul style="list-style-type: none"> <li>• Advice from specialist teacher <ul style="list-style-type: none"> <li>• 1:1 English</li> <li>• 1:1 maths</li> </ul> </li> <li>• Stareway to Spelling</li> <li>• Reading Revival</li> <li>• Shape Coding</li> </ul> |
| <p>Communication and interaction</p> | <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• High quality vocabulary <ul style="list-style-type: none"> <li>• Modelled interaction</li> </ul> </li> <li>• Key words and word banks <ul style="list-style-type: none"> <li>• Targeted questions</li> <li>• Thinking time</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Social stories and comic strip cartoons</li> <li>• Use of colourful semantics <ul style="list-style-type: none"> <li>• Social skills support <ul style="list-style-type: none"> <li>• ELSA support</li> <li>• Lego Therapy</li> </ul> </li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Individual strategies outlined in pupil passports and EHCPs</li> <li>• Speech and Language therapy commissioned SaLT</li> <li>• Speech and Language therapy (NHS)</li> </ul>  |

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|                                |  |  |   |
|--------------------------------|--|--|---|
|                                | <ul style="list-style-type: none"> <li>• Group work</li> <li>• Speaking and listening opportunities in all lessons</li> <li>• Quiet communication rich communal areas.</li> <li>• Specific area focused communication prompts <ul style="list-style-type: none"> <li>• Use of symbols</li> </ul> </li> <li>• Encouraging independence</li> <li>• Access to visual coding strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Talkabout intervention</li> <li>• Visual coding intervention</li> <li>• Early Language Intervention <ul style="list-style-type: none"> <li>• Colourful Semantics</li> <li>• Alternative methods of recording</li> </ul> </li> <li>• Visual aids for communication <ul style="list-style-type: none"> <li>• Word Aware</li> <li>• NELI</li> <li>• Makaton Support</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Individual visual timetable</li> <li>• Personalised Now and Next boards <ul style="list-style-type: none"> <li>• 1:1 LSA support</li> </ul> </li> <li>• Talkabout Learning interventions</li> <li>• Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes</li> <li>• Wellcomm Language Support <ul style="list-style-type: none"> <li>• SCERTS</li> </ul> </li> <li>• Targeted speech and language support from Learning and Pastoral Mentors</li> </ul> |
| <p>Physical and/or Sensory</p> | <ul style="list-style-type: none"> <li>• Dyslexia friendly background</li> <li>• Range of equipment available at playtime <ul style="list-style-type: none"> <li>• Flexible teaching</li> </ul> </li> <li>• Motor skills development</li> <li>• Sufficient building access</li> <li>• Development of metacognition skills</li> <li>• Motor skills development in EYFS</li> </ul>               | <ul style="list-style-type: none"> <li>• Handwriting and fine motor skills development</li> <li>• Additional use of keyboards</li> <li>• In class support for accessing resources <ul style="list-style-type: none"> <li>• Busy Fingers</li> </ul> </li> <li>• Handwriting support <ul style="list-style-type: none"> <li>• Sensory Circuits</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Individual strategies outlined in pupil passports and EHCPs</li> <li>• Adapted equipment – pencil grips, wobble cushions, visualisers, <ul style="list-style-type: none"> <li>• Enlarged text</li> <li>• Writing slopes</li> <li>• Rulers with handles</li> <li>• Specialist OT advice</li> <li>• Movement breaks <ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Fiddle toys</li> </ul> </li> </ul> </li> </ul>  |