

PROVISION and ACCESS MAP – Mersey Vale Primary School

PEDAGOGIC	TAILORED EDUCATIONAL INTERVENTIONS ACROSS YEAR GROUPS			
TAILORED EDUCATIONAL INTERVENTIONS	Nursery	Emphasis on Speaking / Listening and dispositions and attitudes ♦ Letters and sounds daily ♦ Nurture groups ♦ Targeted Language groups - linked to initial screening ♦ Basic language enrichment groups ♦ Pre- Linguistic groups ♦ ECAT – early communication and language activities.		
	Reception	Emphasis on Speaking / Listening and dispositions and attitudes ♦ Letters and sounds daily ♦ Nurture Groups with PBSS and mentor ♦ Narrative Therapy ♦ Talking Partners ♦ Pre- Linguistic groups. ♦ Speech sound group -aimed at children with specific sound production problems. ♦ Vocabulary enrichment groups - Basic vocabulary, naming and categorisation skills. ♦ Social skills group - Developing all aspects of social skills – friendships, conversation, emotions. ♦ Language link		
	Year 1	Letters and sounds daily Narrative Therapy Maths Recovery SERI Talking Partners Speech sound group: aimed at children with specific sound production problems. Vocabulary enrichment Basic vocabulary, naming and categorisation skills Social skills group: developing all aspects of social skills – friendships, conversation, emotions Motor Skills United Phonological awareness - All aspects of phonological development – especially syllables, and rhyme. Overcoming Barriers Language link Precision Teaching	Year 4	Narrative Therapy Maths Recovery Speech sound group: aimed at children with specific sound production problems. Motor Skills United Overcoming Barriers Dyslexia in the Open Precision Teaching Life Skills Art Therapy Writing Support Wave 3 Maths Intervention Speed Up Writing Nurture group Social skills group Friendship group Interest Group

	<p>Year 2</p>	<p>SERI Talking Partners Maths Recovery Narrative Therapy Maths Recovery Speech sound group Vocabulary enrichment Motor Skills United Phonological awareness. Overcoming Barriers 1:1 and small group boosters Precision Teaching Life Skills Art Therapy</p>	<p>Year 5</p>	<p>Narrative Therapy Maths Recovery Letters and sounds daily Motor Skills United Overcoming Barriers Better Reading Partnerships Higher Order Reading Skills Dyslexia in the Open Precision Teaching Life Skills Art Therapy Writing Support Wave 3 Maths Intervention Speed Up Writing Nurture group Social skills group Friendship group Interest Group</p>
	<p>Year 3</p>	<p>Narrative Therapy Maths Recovery Letters and sounds daily Speech sound group: aimed at children with specific sound production problems. Motor Skills United Overcoming Barriers Dyslexia in the Open Precision Teaching Life Skills Art Therapy Writing Support Wave 3 Maths Intervention Speed Up Writing Nurture group Social skills group Friendship group Interest Group</p>	<p>Year 6</p>	<p>Narrative Therapy Maths Recovery Letters and sounds daily Speech sound group: aimed at children with specific sound production problems. Motor Skills United Overcoming Barriers Dyslexia in the Open Precision Teaching Life Skills Art Therapy Writing Support Wave 3 Maths Intervention Booster groups and 1:1 tuition Speed Up Writing Nurture group Social skills group Friendship group Interest Group</p>

INCLUSIVE & SUPPORTIVE COMMUNITIES	COGNITION & LEARNING	COMMUNICATION & INTERACTION	BEHAVIOUR, EMOTIONAL & SOCIAL DEVELOPMENT	SENSORY AND/OR PHYSICAL MEDICAL CONDITIONS
<p>KS1 KS2 TARGETED PROVISION</p>	<ul style="list-style-type: none"> • SEN support plans, Statements/EHPs • In class support (Teaching Assistant) • Specialist Teaching • English / Maths Setting from Y2 upwards • Wave 2 catch-up or adapted programmes • Wave 3 Intervention/ Assessment / Progress Tracking • Tri-annual Review and Reporting for SEN support plans • Annual Review and Reporting Cycle for statement/EHP • Booster reading 1:1 support • Mentoring 	<ul style="list-style-type: none"> • Access to Speech & Language therapist 3 days a week – on site with work focussing particularly in nursery and reception. • Referral to SALT of necessary • Specialist Teaching in small groups or 1:1 if appropriate (from school based therapist) • Visual Timetable in all classes • Use of Makaton/Symbols / Visuals (nursery and key LSAs trained in Makaton.) • Language link project • SALT groups/1:1 intervention 	<ul style="list-style-type: none"> • In class support (LSA) if appropriate • Lunchtime support (LSA) for specific children • Lunchtime nurture group with LSA for targeted children • Individual Behaviour Access Plans • Learning Mentors as necessary • Inclusion leader – pastoral support • Weekly nurture groups with BSS teacher • Art therapy group 	<ul style="list-style-type: none"> • MSU across school from Y1 upwards • OT (service plan agreement in place) attends school to advise and support with MSU and to assess children causing concern • Referrals to main service if necessary
<p>ACCESS STRATEGIES</p>	<ul style="list-style-type: none"> • Dyslexia Friendly classrooms. Training delivered to all teachers and non teaching staff • Good home/school links through pastoral team. • Ability Sets / Small classes • Planning from the top down • Differentiated Teaching & Planning in all curriculum subjects • School Marking Policy • School Homework Policy • Intervention programmes with SEN specialist LSA. 	<ul style="list-style-type: none"> • Access plans in place for children with autistic behaviours. • Differentiation in all subjects • Ethnic Diversity Input • Social language groups 	<ul style="list-style-type: none"> • Outstanding pastoral systems. • Very good link with BSS teacher • Whole School/Class Rules • School Reward Policy • School Sanction Policy • Self-Esteem Groups with mentors • Tai Chi with mentor • SEAL activities in all classes 	<ul style="list-style-type: none"> • Disabled toilets • Visual impairment equipment • OT resources to support specific needs in class, such as sit and move cushions. • Left handed resources • Access to sensory room for any children with SEN • All LSAs trained in MSU and offered ongoing support from school OT • Ready to work activities in all classes
<p>LIAISON WITH PARENTS</p>	<ul style="list-style-type: none"> • Learning Mentors ♦ Parents Evenings ♦ Meet the teacher ♦ Coffee mornings ♦ Each term - assemblies ♦ Breakfast & After-School Clubs ♦ SENCO or Class Teacher – by request, drop in or at scheduled review meetings ♦ Education Welfare Officer ♦ Educational Psychologist - via referral, ♦ Wide range of other external agencies - via ♦ Family English / Maths programmes ♦ Webster-Stratton Parenting Programme – via referral from Inclusion leader/educational psychologist ♦ ♦ TAC process ♦ CAF process 			
<p>PARTNER AGENCIES</p>	<p>LSS (Learning Support Service) ♦ Educational Psychology ♦ PBSS (Primary Behaviour Support Service) ♦ Educational Welfare Officer ♦ SSSI (Support service for Sensory Impairment) ♦ Speech and Language Service ♦ Occupational Therapy ♦ Youth Offending Team ♦ CAMHS (Core & Jigsaw) ♦ Ethnic Diversity Service ♦ Parent Partnership ♦ Primary Inclusion Team</p>			
<p>CONTINUING PROFESSIONAL DEVELOPMENT</p>	<p>Whole School INSET from internal /external sources ♦ Targeted individual training ♦ Knowledge disseminated ♦ Inclusion working party to continue to meet standards for the Inclusion Quality Mark ♦ SENDCO networking</p>			