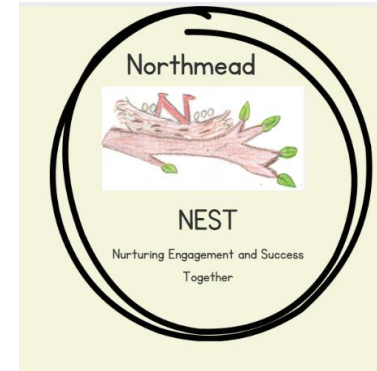




**Northmead
Junior School**



**Provision Map for
Northmead Junior School's**

**The NEST Speech Language and Communication Needs Centre
2025-26**

This document gives an overview of the extra provision and interventions which are available for children who attend the NEST

Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Literacy (includes language)		Daily lesson Highly differentiated and personalised learning programme Specialist Teaching Team, led by Head of Centre Specialist resources Adult/child ratio – approx. 1:4	Children will make progress against their targets
Maths		Daily lesson Highly differentiated and personalised learning programme Specialist Teaching Team, led by Head of Centre Specialist resources Adult/child ratio – approx. 1:4	Children will make progress against their targets.
Speech and language Therapy		Sessions delivered as directed on EHCP Section	Improved functional language (different for each

		F Speech and Language Therapist Speech and Language Therapy Assistant Adult to child ratio 1:1	child) Improved standardised scores and percentile rankings in assessments (different for each child)
Social Communication skills	Break time support	Increased levels of adult supervision and support during unstructured times Daily by member of specialist teaching team	Increased enjoyment and socialisation at break time
Social Communication	Friendship Time	Children have daily opportunities to engage in play which is supported and facilitated by Centre team, guided by their interests.	Children feel a sense of belonging in the NEST and are given the opportunity to practise social interaction in a supportive, nurturing environment.
Social Communication Skills	Talk About: Theory of Mind	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I can describe at least 3 things I like and dislike I can describe 3 things someone else likes and dislike I can compare two people's likes and dislikes I can identify my own interests
Social Communication Skills	Talk About: Theory of Mind	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I can describe what a feeling is I can describe the link between feelings and behaviours I can describe how someone may feel in a given situation I can describe how I feel in a given situation I can distinguish between a behaviour and a feeling I can take turns and be a co-operative member of a small group
Social Communication Skills	Black Sheep – Think about it	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I demonstrate inferencing and reasoning skills when discussing pictures of social scenarios and by answering questions about them in a small group
Social Communication Skills	Black Sheep: Pragmatics in Pictures 1	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I look at a picture of a face and discuss how the person is feeling I answer 'Why is ... feeling...?' questions about simple picture scenarios Board games I play board games in a small group, taking turns and playing co-operatively
Social Communication Skills	Black Sheep Practical Pragmatics 6	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I identify a range of words which all mean the same as 'happy, sad, angry, surprised, frightened and disgusted' I match a wide range of feeling words to the correct face

			<p>I think of situations which make me feel disgusted, afraid, bored, miserable, worried, proud, confused, amazed</p> <p>I order sets of 4 faces (e.g. from happy to happiest) and think of scenarios from my own life that might go with some of the pictures</p> <p>I understand the 'feelometer' and I order a range of scenario picture cards on it</p>
Social Communication Skills	Black Sheep: Talking About Friends	<p>Led by member of specialist Centre teaching team</p> <p>Small group</p> <p>1x weekly – each week of the term</p>	<p>I demonstrate understanding of simple friendship issues (on pictures) by:</p> <p>answering questions about people's feelings</p> <p>suggesting what people could do next (using picture prompts showing various alternatives)</p>
Social Communication Skills	Black Sheep Pragmatics/Semantics 3 – "Speech Bubbles"	<p>Led by member of specialist Centre teaching team</p> <p>Small group</p> <p>1x weekly – each week of the term</p>	<p>I ask the right question, so I get the information I need</p> <p>I begin to explain what common idioms mean</p> <p>I know the meaning of a range of homophones and can use them in context</p> <p>I look at a picture scenario and make suggestions as to how people might be feeling</p> <p>I use verbal reasoning skills when discussing picture scenarios</p>
Social Communication Skills	Black Sheep: Talking About School (10 sessions)		<p>I demonstrate understanding of simple school based scenarios by:</p> <p>answering questions about people's feelings</p> <p>suggesting what people could do next (using picture prompts showing various alternatives)</p>
Social Communication Skills	Socially Speaking – Let's Practise (sessions 1-12)	<p>Led by member of specialist Centre teaching team</p> <p>Small group</p> <p>1x weekly – each week of the term</p>	<p>I answer the telephone in an appropriate manner</p> <p>I ask for someone on the telephone</p> <p>I take a message on the telephone</p> <p>I ask for what I need in a café/restaurant</p>
Memory Magic	Language Gap (auditory sequential memory game)/Memory Board Game (visual memory)	<p>Led by member of specialist Centre teaching team</p> <p>Small group</p> <p>1x weekly – each week of the term</p>	<p>I will develop and use strategies to help support my working memory by:</p> <ul style="list-style-type: none"> • Rehearse • Group • Picture It • Map • Link • Your Spell
Language Skills	Language for All	Led by member of specialist Centre teaching	listen to passages of increasing length and answer

		team Small group 1x weekly – each week of the term	questions about them (with and without also having been shown a picture) or Listen to a simple passage and answer retrieval questions (immediate recall of information – short term auditory memory)
Listening, Attention, Memory	Listening Skills books	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	I listen to increasingly complex instructions related to colouring in a picture or drawing and carry them out.
Stranger/Danger	Stranger danger pack from www.free-for-kids.com	Led by member of specialist Centre teaching team Small group 1x weekly – each week of the term	Explain what is a stranger/safe stranger Explain what is a safe place/ a high risk location Know simple rules to stay safe Recognise warning signals Know what to do when in danger
Fine and gross motor skills	Jump Ahead OT Resources	Led by member of specialist Centre teaching team Small group 2-3x weekly (all year)	Improve <ul style="list-style-type: none"> 1. Body awareness 2. Balance 3. Visual tracking 4. Basic fine motor 5. Motor planning (pre and post assessment)
Sensory Regulation	Sensory Circuits	Daily Led by Centre Team	Children take part in sensory circuits every morning so that they are in a 'ready to learn' mindset.
Fine motor skills	Write from the Start	Led by member of specialist Centre teaching team Small group 2-3x weekly – (all year)	Improve: <ul style="list-style-type: none"> Hand-eye co-ordination Form constancy Form recognition and motor control (figure ground discrimination) Spatial judgement Linear control Figure ground discrimination Visual closure Orientation Fluency Understanding size Spatial organization Symmetry

			<p>Orientation and directionality</p> <p>Detailed motor control</p> <p>Spatial organization</p> <p>All perceptual skills</p> <p>Fluency, rhythm and flow</p>
Extra High Frequency Word and Phonics Practice	Literacy for All Instructional Psychology to reading Approach	Led by member of specialist Centre teaching team Small group 2-3x weekly – one whole year (or longer)	<p>100 most frequent words</p> <p>Key alphabet sounds and most common digraphs</p> <p>Generalising skills so 80% of written English is accessible</p>
Extra Maths – tables year and rapid recall of key facts	Individual programmes –tailor made	Led by member of specialist Centre teaching team Small group 3x weekly – whole term	<p>I begin to know by heart/rapidly recall all pairs of numbers which make 10 and 20</p> <p>I begin to know by heart (LCD)/rapidly recall all addition and subtraction facts for each number to 10 and 20</p> <p>I know my times tables by heart and I can answer mixed times tables questions</p> <p>And other, individual targets.</p>
Pre-teach Vocabulary	Based on key topic vocabulary in mainstream class	Small groups according to academic year	<p>Awareness of vocabulary</p> <p>Opportunity to research key words and use in sentences.</p>
Phonological Awareness	Phonological Awareness programmes Black Sheep Phonological Awareness	Led by member of specialist Centre teaching team Small group 2x weekly and embedded into curriculum	<p>Identify word boundaries/count words in sentences presented orally (includes one and poly syllabic words)</p> <p>To identify the number of syllables in one to four syllable words in sentences presented orally</p> <p>To identify the number of syllables in one to four syllable words and working from own representation</p> <p>To blend syllables heard and access meaning</p> <p>Delete the initial or final syllable in a word orally presented</p> <p>To blend two and three phonemes heard into a word and access meaning</p> <p>To identify rhyme in single and polysyllabic words, heard</p> <p>To identify rhyme in single and polysyllabic words, working from own representation</p> <p>To segment onset from rhyme in CV, CVC, CVCC words heard</p> <p>To segment onset from rhyme in CV, CVC, CVCC words, working from own representation</p>

			<p>To isolate initial, final and medial phonemes in words heard spoken (segment)</p> <p>To isolate initial, final and medial phonemes in words, working from own representation (segment)</p> <p>To blend up to 4 phonemes into a word and access meaning</p> <p>Segment cvcc words spoken and from own rep</p> <p>To discriminate between: similar sounding words between differences in final sounds (cvc) between vowels (in cvc words and non words) between cvc and cvcc words (bell, belt) between cv and ccvc words and non words (initial s cluster and vowel, sair/smair) between cv and ccv initial consonant blend (four/floor) between different initial blends (all in words heard spoken)</p> <p>To blend and segment s clusters</p> <p>To blend initial consonants onto cv and cvc words and access meaning (p+ray=pray)</p> <p>To segment initial consonant blends in words heard spoken</p> <p>To segment phonemes of initial consonant blends in ccv, ccvc, ccvc words heard spoken</p> <p>To segment phonemes of initial consonant blends in ccv, ccvc, ccvc words, working from own representation</p> <p>To segment phonemes in initial ccc s clusters in words heard spoken and from own representation</p>
Transition	Transition support offered in year and in preparation for secondary school transition through visual support, additional visits, handover of information, invites to annual reviews where appropriate.	Led by member of specialist Centre teaching team Small group 1x weekly – summer term	Prepare for transition to secondary school (what is my school called, who will be my teachers, where is my school, what does it look like etc.)