Academy Provision Map 2020-21



Through this Provision Map we have outlined a range of support that some of the children in our academy may require during the school year, though this may be adjusted to cater for changing needs and it is provided subject to budgetary constraints. The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 ([Communication & Interaction](#Communication_and_Interaction), [Cognition & Learning](#Cognition_and_Learning), [Social, Emotional & Mental Health](#Social_Emotional_and_Mental_Health), [Sensory & Physical](#Physical_and_Sensory_Needs)). It follows a graduated response approach, in line with the Surrey Profile of Need.

**Universal** describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND.

**Personlised provision** describes targeted provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to achieve their potential. This may include one-to-one or specialist interventions. Children will be on the SEND Register at either SEN Support level or may require statutory assessment/have an EHCP.

**Targeted provision** describes specific, additional and time-bonded interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This support/intervention is targeted to children who are not making the expected progress through the universal provision. Some children’s needs may also be being supported through involvement of external agencies. Children may be on the SEND Register at SEN Support level (in line with Surrey, this may be School SEND Support or Specialist SEND Support).

This version of the Provision Map is correct as from September 2020 and may be subject to change. It will be reviewed annually.

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| **Communication & Int****eraction**[Home](#Home) |
| **Universal****Quality First Teaching for ALL children** | **Targeted Provision****Catch up/additional provision for some children** | **Personalised Provision****High level of personalised provision for few children** |
| Additional processing time Afterschool clubsBreakfast club available each morning providing extended social opportunities (at a low cost)Buddy systemComputing equipment (laptops, voice recorders etc)Differentiated planningDrama activities Embedded Values educationGroup workKey words/word banksLunchtime clubsModelled interactionModelled speech/languagePSHCE lessons Residential experiences/trips in Yrs3-6School councilSequencing activities Simplified languageStructured school and class routinesTalk partnersTargeted questioning Transition support from EY-KS1, KS1-2 and KS2-3Visual class timetable/aids in classroomsWhole class circle time | ELKLAN (Speech & language support)Emotional Literacy Support through our trained assistant (ELSA)Language for thinking resourcesListening skills groupPersonalised visual timetable/resourcesPre-teachingSocial skills groupSocially speaking programmeTalk BoostTime to talk  | Early Help assessmentMakatonOutreach support (e.g. Freemantles School)Personalised individual timetables/resourcesRegular speech and language therapySpecialist ICT equipmentStructured speech and language programmes Targeted intervention and regular consultation outside agencies including * Educational Psychologist (EP),
* GP/paediatrician
* Specialist Teachers for Inclusive Practice (STIPS
* Speech and Language Therapy (SALT)

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| **Cognition &** **Learning**[Home](#Home) |
| **Universal****Quality First Teaching for ALL children** | **Targeted Provision****Catch up/additional provision for some children may include** | **Personalised Provision****High level of personalised provision for few children** |
| 1:1 reading with an adultA broad a balanced curriculum with carefully differentiated learningChallenging learning opportunitiesClassrooms are well organised leading to independence for childrenCPD for staffColoured overlaysDictionaries and word matsEffective feedback and marking Feedback to parents at least termlyFix-itsGuided learningICT is used to enhance and support learningLearning displaysModelling of skills Non-white computer display screens where possiblePaper handouts of on-screen textPeer and self-assessmentPitched questioning Pre-teachingReal life context to learning Regular home learningRegular opportunities to edit learningRegular planned and unplanned monitoring of teaching and learningRigorous tracking and analysis of dataSpecialist MFL, Music and PE teachingStrategies for ASD, ADHD, SpLD, SALTTargeted additional adult supportTask boardsTermly Pupil Progress meetingsVariety of teaching strategies used dailyVisual timetables | 1st Class @ NumberAdditional access to ICT resourcesAdditional assessment by SENCO/outside agenciesAdditional visual aids/resources (including task boards, check lists, prompt cards)Better Reading Partnership (BRP)Booster groups for core subject learningDaily reading in school and support choosing appropriate booksLLS developing written language skillsPhonological Awareness Training (PAT)Precision teachingPre-teachingProject X (Literacy)Success @ ArithmeticTargeted adult support in lessons | Additional equipmentAdditional training for staff to be able to deliver specific programmesColourful SemanticsDirected additional adult support time to access curriculumEarly Help AssessmentPrecision teachingRegular involvement and support/interventions from outside agencies (i.e. STIPS, PSSS, EP, SALT, OT)Regular meetings with parents and class teacher/SENCOSEND Section 5 and OPP written and reviewed termly with parents |
| **Social, Emotional &** **Mental Health**[Home](#Home) |
| **Universal****Quality First Teaching for ALL children** | **Targeted Provision****Catch up/additional provision for some children** | **Personalised Provision****High level of personalised provision for few children** |
| Assembly’s reinforce positive values and behaviourChildren elect peers to roles of responsibility including the School Council and House CaptainsCircle time held weekly in every classClass and celebration assembliesClass visual timetableClearly identified school values – Heart ValuesEmotional/social resourcesGolden rulesIncident logs (ABC format)Open door policy with regular feedback to parentsPoor/late attendance monitoredPositive reinforcement of expectations with visual reward system in each classroomPSHCE curriculumRisk management/action plansSafeguarding policy followed by all staff rigorouslyStaff are trained in the use of Positive TouchStructure school and class routinesTalking partnersTime outTime to talk/Bubble time/worry boxTimersUp-to-date safeguarding training for all staffWhole school behaviour policy | Additional support at playtimeDirect IWO involvementELSA groups and 1:1Individual reward systemIndividual Social StoriesLunchtime club (social skills & self-esteem)PhysiFun (healthy living)Social skills groupsTime to talk Transition support | 1:1 Emotional Literacy Programme (ELSA)ASD strategies (e.g. Workstation &TEACCH)CAMHSFocused transition supportHome-School bookIndividual behaviour plan (separate or included in Section 5)Individual reward systemOutreach supportReferral to CAMHSSocial storiesTargeted work from outside agencies (i.e. STIPS, EP)  |

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| **Sensory & Phys****ical Needs**[Home](#Home) |
| **Universal****Quality First Teaching for ALL children** | **Targeted Provision****Catch up/additional provision for some children** | **Personalised Provision****High level of personalised provision for few children** |
| Adapted resources – large font, coloured paper & overlays etcAdaption to the classroom (when appropriate)Additional training for staff provided to meet physical needs as appropriateAppropriate seating for allCarpet spacesDisabled ramps Disabled toilet facilitiesEducational visits away from the school site are carefully planned to ensure all children can access themFine motor skill activities such as – peg boards, putty, cutting etc Gross motor skill development promoted in EYs and through PE curriculumMedical support Physical skills are developed through the PE curriculum and clubsStaff are trained in basic first aidSuitable equipment such as pencil grips, scissors etc | Additional handwriting supportAdditional movement breaksCarpet spots/cushionsEnlarged textsFiddle toolsFine motor groups/1:1 support using OT resource pack activities and specific programmes (e.g. Finger gym, Write dance, Write from the Start, Speed up)Gross motor groups/1:1 using specific programmes and resources(e.g. Jump ahead, Beams, Balance boards)Movement and sensory breaksSensory CircuitsSloping boards for deskSpecialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes)Targeted adult support | Directed adult support time to enable access to the curriculumIndividual support with self-care/lunchtimes/Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team)Physical education/school tripsRisk assessment and reasonable adjustments made to the learning environment (including day and residential trips)Sensory dietSpecialist ICT equipment in school/homeTargeted programmes/interventions from outside agencies (i.e. Occupational Therapy) |