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 clubs  Breakfast club available each morning providing extended social opportunities (at a low cost)  Buddy system  Computing equipment (laptops, voice recorders etc)  Differentiated planning  Drama activities  Embedded Values education  Group work  Key words/word banks  Lunchtime clubs  Modelled interaction  Modelled speech/language  PSHCE lessons  Residential experiences/trips in Yrs3-6  School council  Sequencing activities  Simplified language  Structured school and class routines  Talk partners  Targeted questioning  Transition support from EY-KS1, KS1-2 and KS2-3  Visual class timetable/aids in classrooms  Whole class circle time | ELKLAN (Speech & language support)  Emotional Literacy Support through our trained assistant (ELSA)  Language for thinking resources  Listening skills group  Personalised visual timetable/resources  Pre-teaching  Social skills group  Socially speaking programme  Talk Boost  Time to talk | Early Help assessment  Makaton  Outreach support (e.g. Freemantles School)  Personalised individual timetables/resources  Regular speech and language therapy  Specialist ICT equipment  Structured 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)   Widget |

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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 adult  A broad a balanced curriculum with carefully differentiated learning  Challenging learning opportunities  Classrooms are well organised leading to independence for children  CPD for staff  Coloured overlays  Dictionaries and word mats  Effective feedback and marking  Feedback to parents at least termly  Fix-its  Guided learning  ICT is used to enhance and support learning  Learning displays  Modelling of skills  Non-white computer display screens where possible  Paper handouts of on-screen text  Peer and self-assessment  Pitched questioning  Pre-teaching  Real life context to learning  Regular home learning  Regular opportunities to edit learning  Regular planned and unplanned monitoring of teaching and learning  Rigorous tracking and analysis of data  Specialist MFL, Music and PE teaching  Strategies for ASD, ADHD, SpLD, SALT  Targeted additional adult support  Task boards  Termly Pupil Progress meetings  Variety of teaching strategies used daily  Visual timetables | | 1st Class @ Number  Additional access to ICT resources  Additional assessment by SENCO/outside agencies  Additional visual aids/resources (including task boards, check lists, prompt cards)  Better Reading Partnership (BRP)  Booster groups for core subject learning  Daily reading in school and support choosing appropriate books  LLS developing written language skills  Phonological Awareness Training (PAT)  Precision teaching  Pre-teaching  Project X (Literacy)  Success @ Arithmetic  Targeted adult support in lessons | | Additional equipment  Additional training for staff to be able to deliver specific programmes  Colourful Semantics  Directed additional adult support time to access curriculum  Early Help Assessment  Precision teaching  Regular involvement and support/interventions from outside agencies (i.e. STIPS, PSSS, EP, SALT, OT)  Regular meetings with parents and class teacher/SENCO  SEND 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 behaviour  Children elect peers to roles of responsibility including the School Council and House Captains  Circle time held weekly in every class  Class and celebration assemblies  Class visual timetable  Clearly identified school values – Heart Values  Emotional/social resources  Golden rules  Incident logs (ABC format)  Open door policy with regular feedback to parents  Poor/late attendance monitored  Positive reinforcement of expectations with visual reward system in each classroom  PSHCE curriculum  Risk management/action plans  Safeguarding policy followed by all staff rigorously  Staff are trained in the use of Positive Touch  Structure school and class routines  Talking partners  Time out  Time to talk/Bubble time/worry box  Timers  Up-to-date safeguarding training for all staff  Whole school behaviour policy | Additional support at playtime  Direct IWO involvement  ELSA groups and 1:1  Individual reward system  Individual Social Stories  Lunchtime club (social skills & self-esteem)  PhysiFun (healthy living)  Social skills groups  Time to talk  Transition support | | 1:1 Emotional Literacy Programme (ELSA)  ASD strategies (e.g. Workstation &TEACCH)  CAMHS  Focused transition support  Home-School book  Individual behaviour plan (separate or included in Section 5)  Individual reward system  Outreach support  Referral to CAMHS  Social stories  Targeted 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 etc  Adaption to the classroom (when appropriate)  Additional training for staff provided to meet physical needs as appropriate  Appropriate seating for all  Carpet spaces  Disabled ramps  Disabled toilet facilities  Educational visits away from the school site are carefully planned to ensure all children can access them  Fine motor skill activities such as – peg boards, putty, cutting etc  Gross motor skill development promoted in EYs and through PE curriculum  Medical support  Physical skills are developed through the PE curriculum and clubs  Staff are trained in basic first aid  Suitable equipment such as pencil grips, scissors etc | Additional handwriting support  Additional movement breaks  Carpet spots/cushions  Enlarged texts  Fiddle tools  Fine 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 breaks  Sensory Circuits  Sloping boards for desk  Specialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes)  Targeted adult support | Directed adult support time to enable access to the curriculum  Individual support with self-care/lunchtimes/  Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team)  Physical education/school trips  Risk assessment and reasonable adjustments made to the learning environment (including day and residential trips)  Sensory diet  Specialist ICT equipment in school/home  Targeted programmes/interventions from outside agencies (i.e. Occupational Therapy) |