Academy Provision Map 2023-24

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, Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical). It follows a graduated response approach, in line with the Surrey Profile of Need.

Universal

Inclusive Quality First Teaching for **all** children

Universal describes high-quality inclusive teaching which considers 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.

Targeted provision

Additional support/interventions to enable children to 'catch-up' and reach age related expectations

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 SEND Support level (in line with Surrey, this may be School SEND Support or Specialist SEND Support).

Personalised provision

Additional and highly personalised provision to enable access to the curriculum

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 SEND Support level or may require statutory assessment/have an EHCP.

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This version of the Provision Map is correct as from September 2024 and may be subject to change. It will be reviewed annually.
*All items marked with an Asterix are explained in the glossary of terms at the end of this document.

Communication & Interaction

Universal High-Quality 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 (Take up 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 (Personal, Social, Health, Citizenship education) 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 Widget*	Language for thinking resources Listening skills group Personalised visual timetable/resources* Pre-teaching* Social skills group Talk Boost Time to talk Widget* Blank level questioning*	Early Help assessment Makaton* Outreach support (e.g. Freemantles) 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* PECs* Colourful Semantics*

Cognition & Learning

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
1:1 reading with an adult	Additional access to ICT resources	Additional equipment
A broad a balanced curriculum with carefully differentiated learning	Additional assessment by SENCO/outside agencies	Additional training for staff to be able to deliver specific programmes
Challenging learning opportunities	Additional visual aids/resources (including task boards*, check lists, prompt cards)	Colourful Semantics*
Check ins*	Booster groups for core subject learning	Directed additional adult support time to access curriculum
Coloured overlays	Daily reading in school and support choosing appropriate books	Early Help Assessment
Dictionaries and word mats	Lexia Core 5*	Precision teaching*
Effective feedback and marking	LLS developing written language skills	Regular involvement and support/interventions from outside agencies (i.e. STIPS, PSSS (Physical and Sensory Support Service), EP, SALT, OT)
Feedback to parents at least termly	Phonological Awareness Training (PAT)	
Guided learning	Precision teaching*	
ICT is used to enhance and support learning	Pre-teaching*	Regular meetings with parents and class teacher/SENCO
Learning displays	Targeted adult support in lessons	
Manipulatives in maths such as dienes* and Numicon*	Use of Clicker*	SEND SAP (School arrangements plan) and OPP (One Page Profile) written and reviewed termly with parents
Modelling of skills	Workstation*	
Non-white computer display screens where possible		
Paper handouts of on-screen text		
Peer and self-assessment		
Pictorial representations in maths such as bar models*		
Pitched questioning		
Pre-teaching*		
Real life context to learning		
Regular home learning		
Regular opportunities to edit learning		
Regular monitoring of teaching and learning		
Rigorous tracking and analysis of data		
Specialist MFL teaching		
Strategies for ASD, ADHD, SpLD, SALT		
Targeted additional adult support		
Task boards*		
Termly Pupil Progress meetings		
Variety of teaching strategies used daily		

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Visual timetables
Widget*
Writing Frames*

Social, Emotional & Mental Health

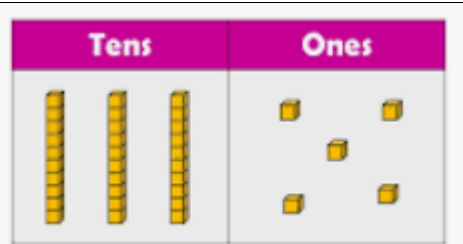| Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Assembly's reinforce positive values and behaviour Children elect peers to roles of responsibility including 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 Dojos* Emotional/social resources The Grove Code 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 Zones of Regulation*	Additional support at playtime Direct IWO (Inclusion welfare officer) involvement ELSA groups and 1:1 Individual reward system Individual Social Stories* Miles of Smiles Social skills groups Transition support Use of choice language* Non-verbal direction* Now and Next boards*	1:1 Emotional Literacy Programme (ELSA) Autism strategies (e.g. Workstation &TEACCH* learning approaches*) CAMHS Focused transition support Home-School book Individual behaviour plan Individual reward system Outreach support Referral to CAMHS Safe Space* Social stories* Targeted work from outside agencies (i.e. STIPS, EP)

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Sensory & Physical Needs

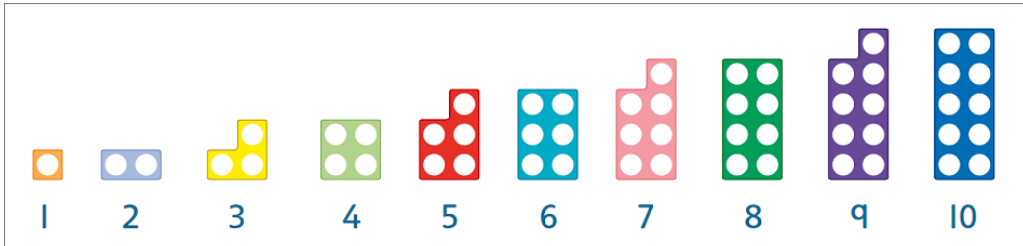| Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Adapted resources – large font, coloured paper & overlays* etc Adaption to the classroom (when appropriate) 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 Backward chaining* Carpet spots/cushions Enlarged texts Fiddle tools/box* Fine motor groups/1:1 support using OT resource pack activities and specific programmes Gross motor groups/1:1 using specific programmes and resources Movement and sensory breaks* Sensory time* 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)

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Glossary

Word	Meaning
Backward Chaining	Breaking down the steps of each task and provide support to be independent in each step. Support is removed from the last step first, so that children can learn to complete the whole task successfully.
Bar Models	A pictorial representation of a problem or concept where bars or boxes are used to represent the known and unknown quantities. Bar models are most often used to solve number problems.
Blank Level questioning	Marion Blank's levels of language are used to describe the complexity of different levels of questions- from concrete questions to more abstract questions requiring inferencing.
Check-ins	When staff members repeatedly observe what a child is doing and provide support to keep them on track and feeling positive about their learning.
Clicker	A computer programme used to support the creation of writing. With additional spelling support such as spelling predictors, checkers and vocabulary boards. Writers can listen to their text and create voice notes.
Coloured Overlays	The use of coloured overlays while reading can mitigate a range of visual perceptual problems
Colourful semantics	Colourful semantics is a targeted approach to support children with their sentence building and to teach them about sentence structure. It was developed by Alison Bryan and is now widely used with children experiencing language difficulties.
CVC words	CVC words are those with consonant-vowel-consonant make up. This can be words such 'pig' where each sound is represented by one letter (grapheme) or a word such as 'church' where each sound is represented by more than one letter.
CVCC words	Words with a consonant-vowel-consonant-consonant make up such as 'pink'. These words can also contain digraphs, with two letters representing one sound 'point'
Dienes	Dienes blocks are physical resources to show an exact number. They can represent ones, tens, hundreds and thousands

Digraphs	Two letters together that represent a single sound such as 'sh'
Dojos	An online reward system that parents can be connected to. Class teachers set what green dojos can be awarded for. Each child has a Dojo Character. Children can also earn red dojos for negative behaviour.
Emotional / self-Regulation	Emotional regulation refers to the process by which individuals influence which emotions they have, when they have them, and how they experience and express their feelings.
Fidget tools/ box	Fidget tools are self-regulation tools to help with focus, attention, calming, and active listening. Fidgets come in all different shapes, sizes, and textures and are often referred to by various different names. Stress balls, tangles, and squigglets can all be used as fidget tools to promote movement and tactile input that is critical for some student's learning.
Forced Alternatives (Choice Language)	Instead of providing direct instructions, which could be seen as demands, staff offer two choices. The choices will both be acceptable to the adult but provide the child with an element of control.
Lexia	Lexia Core5 is an online reading tool that support differentiated instruction for pupils. It provides personalised targets, skills gaps and specific resources for individual instruction.
Makaton	Makaton is a unique language programme that uses symbols, signs and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression. https://makaton.org/TMC/About_Makaton/What_is_Makaton.aspx
Movement Breaks	A brief interval that enables students to move their bodies and help learners re-engage. It is a planned activity that is different from what you have been doing. They are predictable, desirable and have a clear start and finish. They help to maintain a calm and regulated state.
Non-verbal Direction	Using visual aids such as pictures of symbols to provide instruction without the stimulation/ demand of language

Now and Next	A visual, usually a piece of card, split into two parts. In the first part the activity that is happening now will be shown in symbol or photo form, the next will show the activity that comes afterwards. This may be a motivating activity to encourage participation.
Numicon	Is a multi-sensory way of teaching maths. It uses colourful shapes to represent different numbers.
PECS	PECS is a type of Augmentative and Alternative Communication that uses visual symbols to teach the learner to communicate with parents, carers, teachers and peers. The aim is to teach intentional, functional communication and to allow users to communicate their wants and needs. https://pecs-unitedkingdom.com/pecs/
Precision teaching	Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words. It aims to develop students' reading and spelling skills naturally by using language more in their everyday learning.
Pre-teach	A strategy that involves teaching students concepts, skills or vocabulary prior to a lesson so they can access learning straight away. It provides students with more knowledge, confidence and success in learning.
Safe space	A place in a room or corridor where a child can take a moment to calm down. This could be in a tent, on a bean bag or chair or even just sitting on the floor. The child designs the safe space with the adults. Adults know not to interact with the child whilst in the safe space, to support emotional regulation.
Sensory diet	A sensory diet is a group of activities that are specifically scheduled into a child's day to assist with attention, arousal and adaptive responses. The activities are chosen for that child's needs based on sensory integration theory.
Sensory feedback	Feedback for our senses that provides information to the nervous system to establish orientation and motion of the body and its relationship to the external environment
Sensory time	Sensory time is a type of play that activates and stimulates a child's senses.

Social Story	Short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. They can also include visual symbols to help readers to access them.
Take up time	After a piece of verbal information is given or a visual clue is shown, the adult waits to provide the child with time to process and respond. For some children this can be a considerable length of time. Repeating an instruction in take up time restarts the processing of information.
Task Board	A list or words, instructions of visuals that remind a pupil of the task they are undertaking so they can move on to the next step with increasing independence.
TEACHH	The TEACCH philosophy focuses on individuals strengths to enable the development of independence and support weaknesses to enable maximum access and reduce stress. One area of this is the TEACCH philosophy is 'Workstations', the premise behind using this system is that it incorporates structure, routine, visual cues and limits distraction to develop independence, organisational skills, the concepts of working in an ordered manner, the concept of finished and the generalisation of skills.
Trigraphs	A group of three letter representing a single sound 'igh'
Visual Timetable	The use of pictures or symbols, often placed on the board in the classroom, that show the order of the day.
Widget/Visuals	Widget also known as Communication In Print, is a product that uses symbols to support text. The symbols help people read, understand and communicate. They provide visual supports to documents, flashcards and timetables.
Workstation	A workstation is a table, either inside or outside the classroom where children work in a distraction free-way. This may be facing away from distractions, with visuals to prompt learning or a set of personal resources. Children usually work at a work station independently or with the support of an adult.
Writing frame	A skeleton outline of the task to scaffold writing. This helps children to plan and organise their ideas.
Zones of Regulation	The Zones of Regulation teaches student skills to create an awareness of their feelings and use a variety of strategies for regulation, social skills, self-care and overall better well-being. Associated Language- Red zone, yellow zone, green zone, blue zone, expected behaviour, unexpected behaviour, rock brain, super flew, size of the problem. https://www.zonesofregulation.com/learn-more-about-the-zones.html

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