

Academy Provision Map 2021-2022



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 quality first 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-banded 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).

Personalised provision

Additional and highly personalised provision to enable access to the curriculum

Personalised 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 specialist support level or may require statutory assessment/have an EHCP.

This version of the Provision Map is correct as from January 2021 and may be subject to change. It will be reviewed annually.

Communication & Interaction		
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
<ul style="list-style-type: none"> ➤ Additional processing time ➤ Afterschool clubs ➤ Breakfast club available each morning providing extended social opportunities (at a low cost) ➤ Buddy system ➤ Computing equipment (laptops, iPads, 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 ➤ Talk for writing ➤ Targeted questioning ➤ Transition support from EY-KS1, KS1-2 and KS2-3 ➤ Visual class timetable/aids in classrooms ➤ Whole class circle time 	<ul style="list-style-type: none"> ➤ Wellcom (Nursery speech & language support) ➤ Talk Boost (Reception speech & language support) ➤ ELKLAN 0-3 & 5-7 (Speech & language support) ➤ Emotional Literacy Support through our trained assistant (ELSA) ➤ Language for thinking resources ➤ Listening skills group ➤ Sunrise club – early morning nurture style group ➤ Personalised visual timetable/resources ➤ Pre-teaching ➤ Lego Builders – social skills group ➤ SALT pack ➤ Socially speaking programme ➤ Time to talk 	<ul style="list-style-type: none"> ➤ Educational Psychologist (EP) ➤ GP/paediatrician ➤ LSPA – learners single point of access ➤ Makaton ➤ Outreach support (e.g. Freemantles, Carwarden) ➤ Personalised individual timetables/resources ➤ Regular speech and language therapy ➤ Specialist Teacher for Inclusion Practice (STIPs) ➤ Specialist ICT equipment ie. ACC devices ➤ Speech and Language Therapy (SALT) ➤ Structured speech and language programmes ➤ Targeted intervention and regular consultation outside agencies including

Cognition & Learning

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
<ul style="list-style-type: none"> ➤ 1:1 reading with an adult, guided reading within a group ➤ A broad a balanced curriculum with carefully differentiated learning with resources to support ➤ Challenging learning opportunities ➤ Classrooms are well organised leading to independence for children ➤ CPD for staff ➤ Coloured overlays, slanted slopes ➤ 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 ➤ Letter Join – handwriting scheme ➤ 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 	<ul style="list-style-type: none"> ➤ 1st Class @ Number ➤ 5 minute number box ➤ 5 minute phonic box ➤ Action words ➤ Additional access to ICT resources ➤ Additional assessment by SENCO/outside agencies ➤ Additional visual aids/resources (including task boards, check lists, prompt cards) ➤ Fix its for core subject learning ➤ Dyslexic friendly classrooms ➤ Daily reading in school and support choosing appropriate books ➤ Lexia reading programme ➤ Phonological Awareness Training (PAT) ➤ Precision teaching ➤ Pre-teaching ➤ Success @ arithmetic ➤ Specialist Teacher for Inclusive practice ➤ Targeted adult support in lessons 	<ul style="list-style-type: none"> ➤ Additional equipment as identified for specific needs ➤ Additional training for staff to be able to deliver specific programmes ➤ Colourful Semantics ➤ Directed additional adult support time to access curriculum ➤ LSPA – learners single point of access ➤ 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 SAP and OPP written and reviewed termly with parents ➤ Toe-by-Toe (Reading) ➤ Clicker 7 (Writing) ➤ Touch typing programme

- Variety of teaching strategies used daily
- Visual timetables
- Writing frames such as, mind mapping

Social, Emotional & Mental Health

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
<ul style="list-style-type: none"> ➤ Assembly's reinforce positive values and behaviour ➤ Always club – celebrating the positive ➤ Children elect peers to roles of responsibility including the School Council ➤ Circle time held weekly in every class ➤ Class and celebration assemblies ➤ Class visual timetable ➤ Clearly identified school values – Lakeside learner ➤ Emotional/social resources ➤ Family Support Worker - Kite ➤ Forest School sessions ➤ Golden Book ➤ Incident logs (ABCC format) ➤ Jigsaw programme weekly – PSHCE ➤ Open door policy with regular feedback to parents ➤ Poor/late attendance monitored ➤ Positive reinforcement of expectations with visual reward system in each classroom ➤ Risk management/action plans ➤ Safeguarding policy followed by all staff rigorously ➤ 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 	<ul style="list-style-type: none"> ➤ Direct EWO involvement ➤ Emotional Literacy Support Assistant (ELSA) groups and 1:1 ➤ Individual reward system ➤ Individual Social Stories ➤ Sensory Circuits – mornings ➤ Family And School Together (FAST) group – a family systemic group ➤ Nurture style provision as targeted through the Boxal Profile assessment ➤ Referral to CAMHS ➤ Social skills groups ➤ Sunrise club – morning nurture style group ➤ Time to talk ➤ Transition support – Forest School & individualised support 	<ul style="list-style-type: none"> ➤ 1:1 Emotional Literacy Programme (ELSA) ➤ ASD strategies (Workstation & TEACCH) ➤ CAMHS ➤ Circle of Friends ➤ Focused transition support ➤ Home-School book ➤ Individual behaviour plan (spate or included in SEND SAP) ➤ Individual reward system ➤ Outreach support ➤ Social stories ➤ Targeted work from outside agencies (i.e. BS, EP) ➤ Team Teach trained staff

Sensory & Physical Needs

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
<p>Adapted resources – large font, coloured paper & overlays etc</p> <p>Adaption to the classroom (when appropriate)</p> <p>Additional training for staff provided to meet physical needs as appropriate</p> <p>Appropriate seating for all</p> <p>Carpet spaces</p> <p>Disabled ramps</p> <p>Disabled toilet facilities</p> <p>Educational visits away from the school site are carefully planned to ensure all children can access them</p> <p>Fine motor skill activities such as – peg boards, putty, cutting etc</p> <p>Gross motor skill development promoted in EYs and through PE curriculum</p> <p>Medical support</p> <p>Physical skills are developed through the PE curriculum and clubs</p> <p>Staff are trained in basic first aid, paediatric first aid and forest school first aid</p> <p>Suitable equipment such as pencil grips, scissors etc</p>	<p>Additional handwriting support</p> <p>Additional movement/sensory breaks</p> <p>Carpet spots/cushions</p> <p>Enlarged texts</p> <p>Fiddle tools</p> <p>Fine motor groups/1:1 support using OT resource pack activities and specific programmes (e.g. Finger gym)</p> <p>Gross motor groups/1:1 using specific programmes and resources</p> <p>Sensory Circuits</p> <p>Sloping boards for desk</p> <p>Specialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes)</p> <p>Targeted adult support</p>	<p>Directed adult support time to enable access to the curriculum</p> <p>Individual support with self-care/lunchtimes</p> <p>Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team)</p> <p>Physical education/school trips</p> <p>Risk assessment and reasonable adjustments made to the learning environment (including day and residential trips)</p> <p>Sensory diet activities</p> <p>Specialist ICT equipment in school/home</p> <p>Targeted programmes/interventions from outside agencies (i.e. Occupational Therapy)</p>