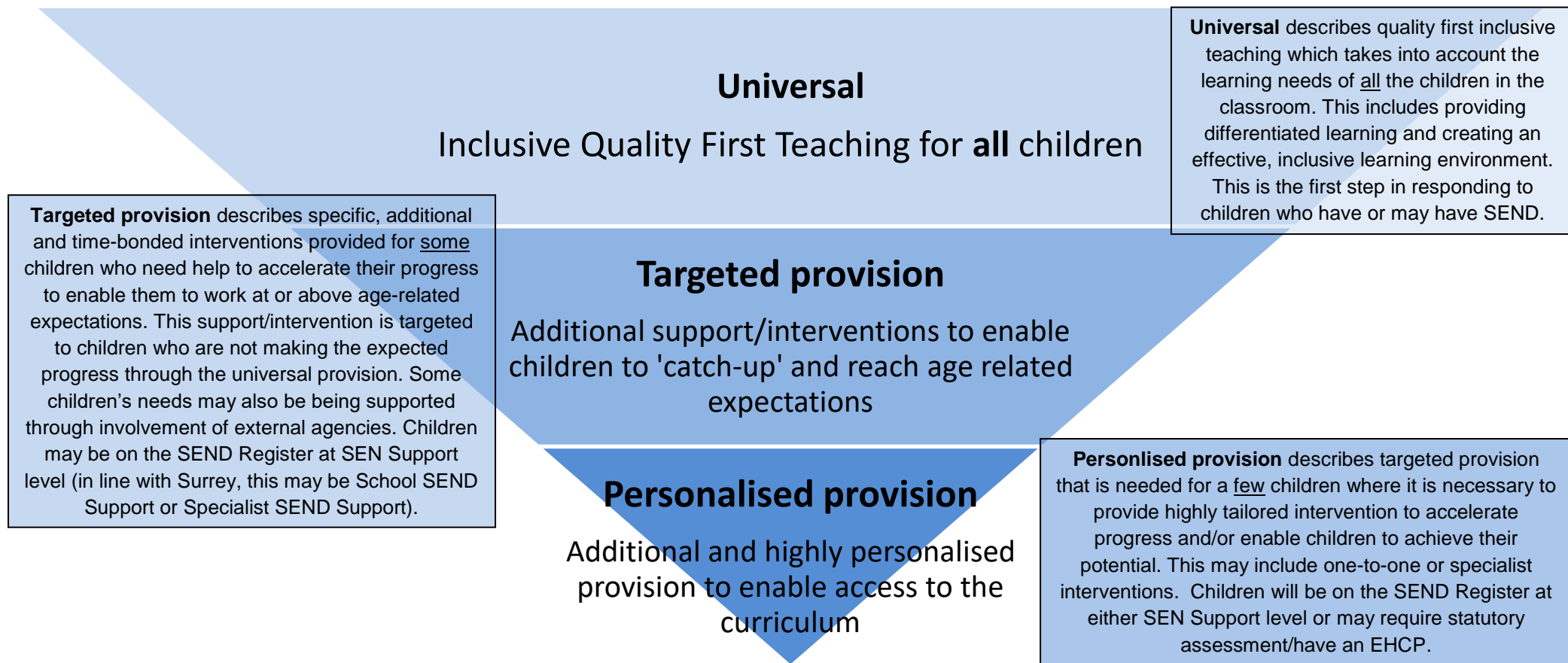


Academy Provision Map 2021-22



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.



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

Communication & Interaction

[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
<p>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</p>	<p>ELKLAN (Speech & language support) Emotional Literacy Support through our trained assistant (ELSA) Language for thinking resources Personalised visual timetable/resources Pre-teaching Social skills group Socially speaking programme Talk Boost Time to talk</p>	<p>Early Help assessment Makaton Outreach support (e.g. Freemantles School) Personalised individual timetables/resources Regular speech and language therapy Specialist IT equipment Structured speech and language programmes Targeted intervention and regular consultation outside agencies including</p> <ul style="list-style-type: none"> - Educational Psychologist (EP), - GP/paediatrician - Specialist Teachers for Inclusive Practice (STIPS) - Speech and Language Therapy (SALT) <p>Widgit</p>

Cognition & Learning

[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
<p>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 IT 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 Strategies for ASD, ADHD, SpLD, SALT Targeted additional adult support Task boards Termly Pupil Progress meetings Variety of teaching strategies used daily Visual timetables</p>	<p>Additional access to IT resources Additional assessment by SENCO/outside agencies Additional visual aids/resources (including task boards, check lists, prompt cards) 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 Targeted adult support in lessons</p>	<p>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</p>

Social, Emotional & Mental Health

[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
<p>Assembly's reinforce positive values and behaviour Children elect peers to roles of responsibility including the School Council and House Captains Circle time 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 Team Teach 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</p>	<p>Additional support at playtime Direct IWO involvement ELSA groups and 1:1 Individual reward system Individual Social Stories Social skills groups Time to talk Transition support Zones of Regulation</p>	<p>1:1 Emotional Literacy Programme (ELSA) ASD strategies (e.g. Workstation & TEACCH) CAMHS/PMHT Focused transition support Home-School book Individual behaviour plan (separate or included in Section 5) Individual reward system Outreach support Referral to CAMHS School Nurse Social stories Targeted work from outside agencies (i.e. STIPS, EP)</p>

Sensory & Physical Needs

[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
<p>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</p>	<p>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</p>	<p>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)</p>