Academy Provision Map 2022-2023



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 Wakefield Profile of Need.

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| **Communication and Interaction**  |  |
| **Quality First**  | Key words displayed in the classroom Modelling correct EnglishModelling language through discreet oracy and vocabulary lessonsModelled partner talk Opportunities to speakRepetitionVisual timetable Visual cues Step by Step Instructions. Routines for everything and sticking to it. Auditory Cues- e.g. music at tidy up time. PhonicsReading fluency lessons – modelling sentences and rehearsing verbally. Helicopter StoriesSentence stems Segmenting instructions - first, then...Fantastic Listening Using a child’s name. Thinking time Getting down to the child’s level Passing the conversational ball. Simplified language Targeted questioningDual coding on resources |
| **Targeted**  | Phonics Grouping Speech and Language Support – Group Work Draw and Talk Fit to Learn WellcomELSA Trained TasTime to Talk Lego Therapy Musical InteractionSocial Stories Mindful timeChatter time Chatter bugs Objects of reference  |
| Specialist  | Fresh Start PhonicsIntensive InteractionSpeech and Language Therapy -Individual Programmes  |
| **Cognition and Learning**  |  |
| **Quality First**  | High quality continuous provision that is well thought out and specific to the cohorts needs – with effective enhancementsNo unnecessary stimuli - for example on slides RepetitionFrequent practice. Displays – lessening the cognitive overloadTask Board Scaffolding – worked examplesModelled writing High quality modelling Concrete resources Grouping TA deploymentSentence Stems – Sentence stackingColours of interactive whiteboardColoured overlays Daily reviewKey words - Word banks Visual prompts  |
| **Targeted**  | Toe by ToeFit to Learn Memory String InterventionMaths intervention Phonics – Fresh Strat Small group intervention - linked to gap analysis on arithmetic tests.  |
| **Specialist**  | Toe by ToeFresh Start Early Bird Intervention Groups for maths  |
| **Social, Emotional and Mental Health**  |  |
| **Quality First**  | Recognition Board Visual timetable PSHE lessons School Ethos MindfulnessHow are you feeling? - Morning Check in Stories – feelings situations Lunchtime activitiesRelationships with staff Brain breaksUse of choice Consistent language - script Modelling playZones of Regulation Dedicated feelings area of continuous provision. AssembliesReception monitors Deployment of Support staff ‘The Gawthorpe Way’ |
| **Targeted**  | Circle of Friends Access to Learning MentorReset room Social Stories Small group interventionsZones of Regulation Good to be me |
| **Specialist**  | Future in Mind - Luggage for Life CAMHS Educational Psychologist Bright Futures |
| **Sensory and Physical**  |  |
| **Quality First**  | Equipment readyEar defendersPencil gripsWobble cushionPosition to classroom Understanding individual triggers Makaton Clear Text, modelling language  |
| **Targeted**  | Multi-sensory Fit to LearnDough DiscoSpeed Up TDO Rescue Sensory objects Wobble cushionBooths to minimise distraction Personal care Plans Sensory passport Weighted blanket  |
| **Specialist**  | Occupational TherapyPhysiotherapy  |