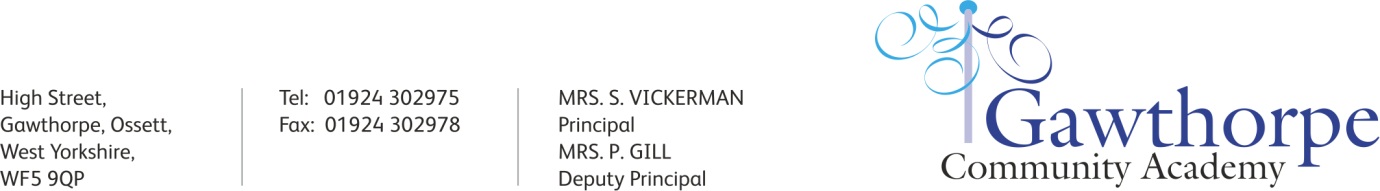
Academy Provision Map 2022-2023



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 English  Modelling language through discreet oracy and vocabulary lessons  Modelled partner talk  Opportunities to speak  Repetition  Visual timetable  Visual cues  Step by Step Instructions.  Routines for everything and sticking to it.  Auditory Cues- e.g. music at tidy up time.  Phonics  Reading fluency lessons – modelling sentences and rehearsing verbally.  Helicopter Stories  Sentence 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 questioning  Dual coding on resources |
| **Targeted** | Phonics Grouping  Speech and Language Support – Group Work  Draw and Talk  Fit to Learn  Wellcom  ELSA Trained Tas  Time to Talk  Lego Therapy  Musical Interaction  Social Stories  Mindful time  Chatter time  Chatter bugs  Objects of reference |
| Specialist | Fresh Start Phonics  Intensive Interaction  Speech 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 enhancements  No unnecessary stimuli - for example on slides  Repetition  Frequent practice.  Displays – lessening the cognitive overload  Task Board  Scaffolding – worked examples  Modelled writing  High quality modelling  Concrete resources  Grouping  TA deployment  Sentence Stems – Sentence stacking  Colours of interactive whiteboard  Coloured overlays  Daily review  Key words - Word banks  Visual prompts |
| **Targeted** | Toe by Toe  Fit to Learn  Memory String Intervention  Maths intervention  Phonics – Fresh Strat  Small group intervention - linked to gap analysis on arithmetic tests. |
| **Specialist** | Toe by Toe  Fresh Start  Early Bird Intervention Groups for maths |
| **Social, Emotional and Mental Health** |  |
| **Quality First** | Recognition Board  Visual timetable  PSHE lessons  School Ethos  Mindfulness  How are you feeling? - Morning Check in  Stories – feelings situations  Lunchtime activities  Relationships with staff  Brain breaks  Use of choice  Consistent language - script  Modelling play  Zones of Regulation  Dedicated feelings area of continuous provision.  Assemblies  Reception monitors  Deployment of Support staff  ‘The Gawthorpe Way’ |
| **Targeted** | Circle of Friends  Access to Learning Mentor  Reset room  Social Stories  Small group interventions  Zones of Regulation  Good to be me |
| **Specialist** | Future in Mind - Luggage for Life  CAMHS  Educational Psychologist  Bright Futures |
| **Sensory and Physical** |  |
| **Quality First** | Equipment ready  Ear defenders  Pencil grips  Wobble cushion  Position to classroom  Understanding individual triggers  Makaton  Clear Text, modelling language |
| **Targeted** | Multi-sensory  Fit to Learn  Dough Disco  Speed Up  TDO Rescue  Sensory objects  Wobble cushion  Booths to minimise distraction  Personal care Plans  Sensory passport  Weighted blanket |
| **Specialist** | Occupational Therapy  Physiotherapy |