

Academy Provision Map 2024-2025



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.

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

	<p> Sentence stems Segmenting instructions - first, then... Excellent 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 </p>
Targeted	<p> 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 </p>

Specialist	1:1 tutoring Intensive Interaction Speech and Language Therapy
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	Fit to Learn Memory String Intervention Maths intervention Small group intervention - linked to gap analysis on arithmetic tests.
Specialist	Early Bird Intervention Groups for maths WISENDSS advised interventions – Numicon, reading, Learning for Living, memory intervention

Social, Emotional and Mental Health	
Quality First	Recognition Board Visual timetable School Ethos Mindfulness Stories – feelings situations Lunchtime activities Relationships with staff Brain breaks Use of choice Consistent language - script Modelling play Dedicated feelings area of continuous provision Assemblies Reception monitors Deployment of Support staff ‘The Gawthorpe Way’ One Life morning routine
Targeted	Circle of Friends Access to Learning Mentor Reset room Social Stories Small group interventions Zones of Regulation Good to be me Lego Therapy

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 Specialised OT exercises Use of specialised medical equipment (with adequate training from healthcare professionals)