



## Academy Provision Map

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.

<b>Communication and Interaction</b>	
<b>Quality First</b>	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 Social stories</p>
<b>Targeted</b>	<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>

<p>Specialist</p>	<p>1:1 tutoring  Intensive Interaction  Speech and Language Therapy</p>
<p><b>Cognition and Learning</b></p>	
<p><b>Quality First</b></p>	<p>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  Dyslexia friendly slides</p>

<b>Targeted</b>	Maths intervention Small group intervention - linked to gap analysis on arithmetic tests.
<b>Specialist</b>	Early Bird Intervention Groups for maths WISENDSS advised interventions – Numicon, reading, Learning for Living, memory intervention

<b>Social, Emotional and Mental Health</b>	
<b>Quality First</b>	<ul style="list-style-type: none"> <li>Recognition Board</li> <li>Visual timetable</li> <li>School Ethos</li> <li>Mindfulness</li> <li>Stories – feelings situations</li> <li>Lunchtime activities</li> <li>Relationships with staff</li> <li>Brain breaks</li> <li>Use of choice</li> <li>Consistent language - script</li> <li>Modelling play</li> <li>Dedicated feelings area of continuous provision</li> <li>Assemblies</li> <li>Reception monitors</li> <li>Deployment of Support staff</li> <li>'The Gawthorpe Way'</li> <li>One Life morning routine</li> <li>SATS mood boosters - Year 6</li> </ul>
<b>Targeted</b>	<ul style="list-style-type: none"> <li>Circle of Friends</li> <li>Access to Learning Mentor</li> <li>Reset room</li> <li>Social Stories</li> <li>Small group interventions</li> <li>Zones of Regulation</li> <li>Good to be me</li> <li>Lego Therapy</li> </ul>

<b>Specialist</b>	Future in Mind - Luggage for Life CAMHS Educational Psychologist Bright Futures
<b>Sensory and Physical</b>	
<b>Quality First</b>	Equipment ready Ear defenders Pencil grips Wobble cushion Position to classroom Understanding individual triggers Makaton Clear Text, modelling language Sensory objects - chews etc.

<b>Targeted</b>	Multi-sensory Fit to Learn Dough Disco Speed Up TDO Rescue Wobble cushion Booths to minimise distraction Sensory passport Weighted blanket Health care plans Risk assessments
<b>Specialist</b>	Occupational Therapy Physiotherapy Specialised OT exercises Use of specialised medical equipment (with adequate training from healthcare professionals)

Date of review: April 26

Next review: Sept 27