



St Mary's CEP Academy

Whole School Provision Map

Whole School Provision Map with Graduated Responses

Universal Level Provision of an learning environment that is inclusive and teachers that are aware and trained at the appropriate level to meet a range of Special Educational Needs and Disabilities (SEND)	Targeted support Support in addition to universal level for children with or without SEND that need individual or small group support to differentiate learning or supplement learning over a limited period to address learning gaps	Personalised Individualised Learning Learning and development activities that are specifically and personally planned to enable individual children with SEND to participate and make progress
Social Emotional and Mental Health		
Whole School systems: <ul style="list-style-type: none"> • SEMH identified on school plan • ELSA trained TA • EBSA training completed and access to consultations for further support. • Well-being Champion in place – qualification of mental health lead role. • Policies in place for : Special Educational Needs and Disability Inclusion Attendance Teaching and Learning Anti-bullying Behavioural policy Safeguarding • Whole staff training identified and undertaken • Zones of regulation used throughout the school to help consistent approaches and developing emotional literacy. 	Whole School systems: <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Plan, do, review cycle • Behaviour monitoring • Targeted pupils screened and needs identified (Boxall Profile) • Difficulties identified and shared with in parent meetings • Staff trained in Lego Therapy, Resilience strategies, De-escalation strategies, trauma informed responses. 	Whole School systems: <ul style="list-style-type: none"> • SENCO led training for TAs • LIFT attendance for generation of individualised programmes of support • Specialist Teaching Service advice and intervention programmes Speech and language support through the balanced system for specialist advice and targeted support. • SEND parent review meetings to generate targets and share progress • Referral to outside agencies for specific diagnoses • Children and young people's mental health service (CYPMHS) referral for diagnosis • Early Help referral for family mediation and behavioural strategies

<ul style="list-style-type: none"> • Appropriate individual CPD identified as part of pupil progress meetings • Pastoral records dated and acted on • Open door policy for access to teachers/head teacher and SENCO for parents • Home visits offered to new pupils starting at school to understand family background and take parental view. • Pastoral team to support daily needs of the children. 		
<p>Provision:</p> <ul style="list-style-type: none"> • Christian values embedded within all activities. • Key adult system within school for children to approach. • Time out/quiet areas around the school. • Staff team trained in de-escalation strategies <ul style="list-style-type: none"> • Staff trained on Boxall observations and assessments • Sensory/wellbeing room • Outside learning areas • Alternative recording arrangements where required • Buddy benches • Mindfulness activities • Whole class Forest school. 	<p>Provision:</p> <ul style="list-style-type: none"> • Small group interventions with a focus on social skills, anxiety, anger, listening, resilience, talking: <ul style="list-style-type: none"> ○ Social skills groups ○ Zones of regulations interventions ○ Yoga and breathing exercises ○ Language for thinking ○ Lego therapy ○ Worriers to warriors. ○ Emotional check ins • Specialised counselling available onsite through referral. • Targeted Forest school groups. • SEMH screeners – Leuven scales, Boxhall and SEMH screener. 	<p>Provision:</p> <ul style="list-style-type: none"> • Children and young people’s mental health service (CYPMHS) referral for diagnosis. • Referral to community paediatrician where appropriate. • Early Help referral for family mediation and behavioural strategies. • Child and Adult Therapeutic Talking Service referral for counselling as an individual or as a family. • In house specific programmes: <ul style="list-style-type: none"> ○ Anxiety Gremlin ○ Boxall Interventions ○ Drawing and Talking ○ Social Stories ○ Incredible 5 point scale • Access to High Needs Funding where support in place would consistently exceed £6000 Dependent on application acceptance.

Cognition and Learning		
<p>Whole School systems:</p> <ul style="list-style-type: none"> • Teaching and learning policy in place • Triangulation to monitor academic progress, academic achievement, quality of planning and teaching and book scrutinies • Good quality first teaching • Appropriate training opportunities identified as part of performance management • SLT aware and trained in a range of learning difficulties • Access arrangements sought to ensure equal opportunities • Flexible classroom arrangements to meet the needs of all pupils • Alternative recording considered and discussed with pupils • Termly assessment • Home visits offered to new pupils starting at school to understand family background and take parental view • 	<p>Whole School systems:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Attainment and progress analysed for different groups <p>Targeted pupils screened and needs identified with suitable screening mechanisms</p> <ul style="list-style-type: none"> • Plan, do, review cycle • Difficulties identified and shared in parent meetings • Progress in maths and English measured termly using national assessments and age standardised assessments • 	<p>Whole School systems:</p> <ul style="list-style-type: none"> • Specific assessments undertaken to identify needs: British Picture vocabulary Scale, Dyslexia Portfolio, Phonic screening, reading ages, PM Reading Benchmarking, Dyscalculia assessment • LIFT attendance • Cognition and Learning specialist teaching service assessment • Parent SEN review meeting to set targets
<p>Provision:</p> <ul style="list-style-type: none"> • Good quality first teaching • Appropriately adapted learning • Alternative recording • Scribes when appropriate • Sound buttons • iPads • Word banks • Task boards • Steps to success • Visual timetables • Talk partners • Talk for learning • Visual supports • Widgit programme used for visual aids. • Pupil conferencing 	<p>Provision:</p> <p>Delivery of catch up programmes for English:</p> <p>One-to-One/small group Phonics interventions</p> <ul style="list-style-type: none"> • Individual Reading • Paired Reading • English Tutoring • Maths Tutoring. • Reading between the lines • Precision Teaching • Ultimate guide to phonemic awareness • Alphabet arc • Touch typing • Dyslexia friendly texts • NESSY programme for reading and spelling. 	<p>Provision:</p> <ul style="list-style-type: none"> • School Personalised learning programmes • Individual OT programmes • STLS planned learning programme • Alternative and personalised curriculum planned by teacher and SENCO • Extra time • Readers • Tiger class provision with STLS supported curriculum generated to help those with identified cognition and learning needs.

<ul style="list-style-type: none"> • Interactive feedback • Active listening and focus cards • Use of manipulatives 	<p>Delivery of catch up programmes for Maths:</p> <ul style="list-style-type: none"> • Precision Teaching - number • Doodle maths • Times table boosters <p>General support:</p> <ul style="list-style-type: none"> • Working memory games 	
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Communication and Interaction Needs

<p>Whole School systems:</p> <ul style="list-style-type: none"> • Universal screening for Speech, Language and Communication Needs (SLCN), Speech and Language Link • Home visits offered to new pupils starting at school to understand family background and take parental view • Widgit software used to generate resources to support communication needs. • Expectations for planning that demonstrates clear speaking and listening opportunities and scaffolding • Language rich environments to support all children • Whole school completion of AET autism training. • All staff trained aware of use of visuals • Additional equipment (laptops, iPads, sound buttons etc.) where appropriate • Language through colour being introduced to further support language development. 	<p>Whole School systems:</p> <ul style="list-style-type: none"> • Plan, do, review cycle • Termly pupil progress meeting • Screening on speech production for targeted children and those with historic involvement. • Screening of understanding of language and targeted support identified. • Visual cues and pictures to support language acquisition • Appropriate staff trained on Speech Link • Language for learning observations used to inform teaching strategies 	<p>Whole School systems:</p> <ul style="list-style-type: none"> • Speech and language therapist available for consultation through the balanced system. • LIFT attendance • Therapist planned intervention sessions • Referral procedures in place to use help of OT, SALT and Community Paediatrician services to support speech production issues • Makaton resources available for non communicators. • Visuals available for non-verbal pupils • STLS Social Communication checklist
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<p>Provision:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary • Peer support • Flexible groupings • Language Link screening • Speech Link screening • Widgit software used to generate resources. • Sensory room available if needed. • Whole class Forest school. 	<p>Provision:</p> <ul style="list-style-type: none"> • Language for learning strategies • Language through colour strategies. • Language link programmes • Speechlink programmes • Talking partners • Social Stories • Sequencing • Reading between the lines • Widgit visual supports used for individuals. • Social skills. • Sensory breaks and spaces. • Forest school targeted groups. 	<p>Provision:</p> <ul style="list-style-type: none"> • Language link programmes • Speech link programmes • Language through colour • Russian scaffolding • Semantic word books • Black sheep speech and language resources • Speech and Language therapist planned interventions • Language for thinking • Use of visuals • Little Tiger provision based around intense interaction to support high level communication and interaction needs.
Sensory and Physical Needs		
<p>Whole school systems:</p> <ul style="list-style-type: none"> • Policies updated in line with accessibility, Equality and SEND legislation • Planning demonstrates an understanding of PI where required • Accessibility plan in place. • Sensory room and spaces around the school • Forest school area/ outside learning spaces. 	<p>Whole school systems:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings • Targeted training for staff to deliver identified interventions • Plan, do, review cycle • Sensory checklists • Targeted pupils screened and needs identified • Difficulties identified and shared with in parent meetings 	<p>Whole school systems:</p> <ul style="list-style-type: none"> • OT screeners and referrals when necessary. • Schools nursing service referral • Collaborations with STLS disability services when required. • Disability access resources available as needed.

<p>Provision:</p> <ul style="list-style-type: none"> • Disabled toilets - with required appropriate equipment. • Adjustable tables for wheelchair access. • Wheelchair access to school areas • Wheelchair access to reception area, community room and reception • Disabled parking • SEND resources for sensory issues 	<p>Provision:</p> <ul style="list-style-type: none"> • Clever hands • Fizzy programmes • Sensory circuits • Handwriting programmes • Touch typing • Specialised pens, pencils and grips • Sensory SEND resources- tent, wobble cushions, fiddle tools, sensory boxes, ear defenders. • Sensory breaks • Mindfulness programmes 	<p>Provision:</p> <ul style="list-style-type: none"> • Access to OT resources as required • Regular attendance at LIFT for OT and Health consultation • Desk slopes. • Disabled toilet access including frames and supports for bespoke personalised support • TAs trained in physical manual handling for disabilities.
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