

Half Acres Primary Academy
Provision Map 2022-23

<p>All Universal Offer (Wave 1 approaches to T&L)</p>	<p>A variety of teaching approaches that encourage and engage styles of learning Planning that emphasises what will be learnt based on assessment for learning A multi-sensory learning approach - kinaesthetic, audible, visual learners. Personalised and differentiated questioning Learning presented in a graduated way - revisit, build, explore and review understanding to embed knowledge. High expectations for all pupils</p>		
<p>Area of Need</p>	<p>Inclusive quality teaching for all (Wave 1)</p>	<p>Additional support to enable work towards age related expectation (Wave 2)</p>	<p>Additional highly personalised interventions/support (Wave 3)</p>
<p>Cognition and Learning</p>	<p>Differentiated curriculum tasks. Clear and simple instructions, breaking down longer instructions and giving one at a time. Clarify, display and refer back to new/difficult vocabulary using visual cues and pictures. Repetition and reinforcement of skills including worked examples Use of chrome books to scaffold learning Use of chrome books to allow children to revisit key teaching points. Check for understanding. Visual timetables and Now/Next boards Flexible grouping Time given for processing before response is needed. Provide children with verbal and visual scaffolds for their response. In class support from a teacher/ TA Individual reading with a TA RWI to teach phonics Manipulatives to support understanding Vocabulary definition practice Targeted questioning including open ended questions to challenge and stimulate discussion Observation and assessment of what child already knows, understands and can do to inform future planning. Daily opportunity to hear a class story</p>	<p>In class support from teacher/TA 'Fresh Start' reading programme. RWI small group support</p>	<p>Additional phonics intervention Additional individual reading. Access to WISENDSS resources and advisory teachers. Access to Educational Psychologist Individual work stations RWI 1:1 support Pre-teaching vocabulary Coloured resources for reading/ writing Rainbow Word Intervention - Learning Support Services</p>
<p>Communication and Interaction</p>	<p>Consistent support from teacher and TA to reinforce speech sounds throughout the day A high level of accurate modelling of speech sounds and correct vocabulary</p>	<p>In class support from TA with some focus on supporting speech and language. Lego therapy Objects of Reference used to communicate</p>	<p>Access to support from WISENDSS team for social, interaction and communication difficulties. Speech and Language support from speech therapist and/or TA</p>

	<p>Visual Timetables clearly displayed in all classrooms and referred to throughout the day. Clear and specific learning objectives Clear, demonstrated differentiated examples of what is expected within task. Preparation for change of activity or lesson - with the use of visuals, clear warnings and timers. Clear rewards systems - including personalised motivators Provide extra time to process what has been said Visual support across the curriculum Pre-teaching of subject vocabulary Key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way Calm learning environment Read Write Inc. strategies Hetty/Humphrey Bear plus Home School Communication Book in EY1 Erin/Elliott Bear plus Home School Communication Book in EY2</p>	<p>transitions.</p>	<p>Individual timetable (PECs) Individual visual timetable and personalised task sheets or Now and Next Boards Verbal communications to be supported by the consistent use of Makaton Comic Strip Conversations and/or Social Stories Individual work stations for children to work at when they need to focus. Referral for neurodiversity assessment</p>
<p>Social, Emotional and mental health</p>	<p>Behaviour for learning at the heart of the lessons/school day Whole school behaviour policy Whole school rules - The 3 A's PHSE/RSE/British Values curriculum activities and resources Access to school learning mentor Restorative Practice used to support conversations with pupils following an incident</p>	<p>Small group circle time Support for unstructured activities Transition support Social skills group Emotional literacy group work Lunchtime support Luggage for Life to support transition to high school</p>	<p>School learning mentor 1:1 check ins Individual reward system Home-school communication Support from EP/SEMH team Access to calm areas/spaces Access to nurture style provision Work station with adult support Chunking work tasks to ensure SMART targets -build self esteem Risk assessments Individual Behaviour Plans Support from FiM practitioners Brooke traffic light system 5 point scale Behaviour report - home/school link. Learning Mentor - work with individual children</p>
<p>Sensory and Physical</p>	<p>Carefully considered classroom environments that seek to minimise sensory overload. Flexible teaching arrangements. Staff aware of impairment. Modified worksheets. Weekly 'Squiggle while you Wiggle'/Dough Disco - Fine motor/handwriting programme</p>	<p>Access to sensory resources in the classroom - for example fidget toys Access to sensory resources outside the classroom - Fit to Learn Access to Chromebooks to support recording</p>	<p>Individual support in class and PE. Uses of pencil grips. Physiotherapy programme. Occupational therapist programme. Activities linked to sensory preferences Break out spaces Access to equipment, eg sloping boards, pencil grips.</p>

	<p>Paediatric first aid trained member of staff Read Write Inc. handwriting rhymes Areas of provision in EYFS - sand, water, shaving foam, rice etc.</p>		<p>Support from Sensory Impairment Team Low sensory demand workstations Ear defenders Chew toys/ jewellery. Adaptions to school uniform.</p>
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