

## Swindon Academy Whole School Provision Map 2020-21

Area of Need	Definition
<p><b>Communication and Interaction</b></p>	<p>Communication happens when one person sends a message to another person either verbally or non-verbally. Interaction happens when two people respond to one another – a two-way communication.</p> <p>Most people on the autism spectrum have difficulty interacting with others. This may be a difficulty with responding to others when they are approached by them, with initiating interactions, or with using interaction to show people things or to be sociable.</p> <p>Communication and Interaction difficulties also encompasses those children with a speech and language delay – receptive or clarity issues.</p>

### Wave 1 Support

Quality first teaching (supported by SBC Core Standards)  
 Language development and acquisition  
 Bedrock  
 Clear rules and structured routines  
 Seating Arrangement (Front)  
 Seating Arrangement (Back)  
 Restorative Justice  
 Traffic Light System  
 Think Time / Take Up Time  
 PM EAL Plan

### Wave 2 (Catch-Up)

Parental engagement  
 Early Help Record  
 TAC Meetings  
 In Class Group TA Support  
 Staff knowledge  
 Visual timetables  
 Break Time Quiet Zone  
 Lunch Time Quiet Zone  
 TAMHS – outreach  
 Inclusion Assistants  
 Fiddle toys/sensory box  
 Wobble Cushion  
 'I am working towards' card  
 Routes around school (Secondary)  
 HLTA in-class support  
 Access Arrangements (small setting)  
 Laptop (extended writing tasks)  
 Modified Transitions (no adult support)  
 Positive start Breakfast Club  
 Timers  
 Out of Class Pass  
 1:1 TA Support

### Wave 3 (Specific and Targeted)

Speech and language Therapy  
 ASD Advisory Service  
 Educational Psychologist  
 1:1 TA Support  
 HLTA 1:1 support  
 Social Skills – trained programme  
 Specialist advice to staff  
 Specialist subscriptions  
 Specific 1:1 programmes  
 TAMHS – Clinical Practitioner  
 Sensory breaks in class  
 Sensory Overload Management Plan  
 Quiet workspaces  
 Specialist equipment  
 Other agencies (as required)  
 Arc outreach  
 Application for EHCP  
 Access Arrangements (individual setting)  
 Laptop (all lessons)  
 Modified Transitions (adult support)  
 Paediatrician Referral  
 1:1 Interaction Skills

PM SEND Support Plan for Teachers PM SEND Action Plan Speech and Language Therapy Ear Defenders Engaging in the Community Anxiety Management Autism Awareness Comic Strip Conversations Circle of Friends Talk About Time to Talk Talk Boost Socially Speaking Explicit Teaching of Social Skills Sensory Play General Visual Aids	Life Skills Specialist Visual Aids
EHCP	
Individual pupil meetings with Senior Vice Principal Annual review testing and process	

Area of Need	Definition
<b>Cognition and Learning</b>	Children with cognition and learning difficulties may have: low levels of attainment across the board in all forms of assessment, difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends; difficulty in dealing with abstract ideas and generalising from experience and a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development. Specific difficulties such as Dyslexia, Dyspraxia/DCD, Dyscalculia.

<b>Wave 1 Support</b>		
Quality first teaching (supported by SBC Core Standards) Differentiation to curriculum and planning e.g. schemes of learning, materials, recording Differentiated delivery Differentiated outcomes / methods of recording Visual aids Writing frames Data analysis – teacher, classroom action, faculty action (Secondary) Guided reading Seating Arrangement (Front) Seating Arrangement (Back) Restorative Justice Traffic Light System Think Time / Take Up Time PM EAL Plan		
Whole school literacy initiative	Whole school numeracy	Testing
Tutor Time Reading (Secondary)	Daily numeracy Rock Star Maths	Reading Spelling

Wave 2 (Catch-Up)	Wave 3 (Specific and Targeted)
<p>Accelerated Reader Rapid Reading Fresh Start Reading support – Marlborough College, quality volunteers General advice on learning needs Testing Early Help Record TAC Meeting Pupil specific action plan – teacher led Recording methods Staff CPD SEN strategy discussions In Class Group TA Support Dyslexia support 1:1 phonics support Phonics groups in Guided Reading Pupil progress meetings Rapid Maths SPAG Bugs Access Arrangements (small setting) Laptop (extended writing tasks) Modified Transitions (no adult support) Positive Start Breakfast Club Break Time Quiet Zone Lunch Time Quiet Zone Timers Out of Class Pass PM SEND Support Plan for Teachers PM SEND Action Plan Reading Pen Direct Instruction – Maths Direct Instruction – Decoding Direct Instruction – Comprehension Paired Guided Reading 1:1 Guided Reading Coloured Overlay</p> <p><b>SECONDARY ONLY</b> Morphographs Corrective reading – decoding and comprehension Corrective Maths</p>	<p>1:1 TA Support Access arrangements (individual setting) Advice on individual students Educational Psychologist Specialist Advisory Service Specialist Subscriptions Individual plans Bespoke training Other agencies (needs basis) Literacy box Maths box Precision teaching Nessy Word Shark/Number Shark Reading rulers Laptop (for all lessons) Modified Transitions (adult support) Paediatrician Referral Specialist Small Group Setting Life Skills</p> <p>Application for EHCP</p>
<b>EHCP</b>	
<p>Individual pupil meetings with Senior Vice Principal Annual review testing and process</p>	

Area of Need	Definition
<h2>Sensory and Physical</h2>	<p>Children who have a sensory or physical disability often need support to be able to access educational facilities and resources. Support is put into place depending on the severity of the disability. This might be a <b>Visual or Hearing Impairment</b> (VI or HI), a <b>Multi-Sensory Impairment</b> (MSI) or a <b>Physical Disability</b> (PD). These students are likely on the same cognitive level as their peers but require support or specialist equipment to access the same opportunities.</p>

<p><b>Wave 1 Support</b> Seating Arrangement (Front) Seating Arrangement (Back) Restorative Justice Traffic Light System Think Time / Take Up Time PM EAL Plan Size 14 Font Quality first teaching (supported by SBC Core Standards)</p>	
<p><b>Wave 2 (Catch-Up)</b> In Class Group TA Support Access Arrangements (small setting) Laptop (extended writing tasks) Modified Transitions (no adult support) Early Help Record TAC Meetings Positive Start Breakfast Club Break Time Quiet Zone Lunch Time Quiet Zone Timers Out of Class Pass PM SEND Support Plan for Teachers PM SEND Action Plan General Visual Aids Enlarged Font</p>	<p><b>Wave 3 (Specific and Targeted)</b> 1:1 TA Support Access Arrangements (individual setting) Laptop (for all lessons) Specialist Subscriptions Educational Psychologist Modified Transitions (adult support) Paediatrician Specialist Visual Aids JAWS Software Brailled Work Physical Advisory Services Hearing Impairment Services Visual Impairment Services Speech and Language Therapy Specialist Visual Aids Speech and Language Therapy</p>
<p>Sparks support – gross and fine motor activities Recordable devices to support learning OT/physio programmes to be followed Enlarged text available Seating plans for specific needs Use of a writing slope Weighted pen grips</p>	<p>EPS Visual impairment services Hearing services Other agencies (as required) Manual handling plan (hoisting) Physical advisory services Specialist equipment Assisted technologies  Application for EHCP</p>
<p>EHCP</p>	
<p>Individual pupil meetings with Senior Vice Principal Annual review testing and process</p>	

Area of Need	Definition
<p style="text-align: center;"><b>Social, Emotional and Mental Health</b></p>	<p>SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.</p> <p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

<b>Wave 1 Support</b>	
Behaviour for Learning Policy Code of Conduct Quality first teaching (supported by SBC Core Standards) Differentiation to curriculum and planning e.g. schemes of learning, materials, recording Differentiated delivery Differentiated outcomes / methods of recording Visual aids Writing frames Data analysis – teacher, classroom PSHE teaching/ values assemblies Seating Arrangement (Front) Seating Arrangement (Back) Restorative Justice Traffic Light System Think Time / Take Up Time PM EAL Plan Peer Mentoring COE Work Kooth School Nurse 3DP	
<b>Wave 2</b>	<b>Wave 3 (Specific and Targeted)</b>
Parental engagement Early Help Record TAC Meetings Restorative justice School Nurse Nurture Groups Circle time Fiddle toy/stress toy Wobble cushions Emotional literacy Positive Start Breakfast Club Break Time Quiet Zone Lunch Time Quiet Zone TAMHS – outreach Training	Young Carers / CLA Support Positive Behaviour Plan / My Plan TAMHS – Clinical Practitioner Education Psychology Service 1:1 check-ups Inclusion Assistant Paediatrician Referral Training on specific needs Additional named TA support (1:1) Medical needs training After school group Return from FTE support HLTA in-class support Other agencies (as and when required) Headteacher meetings

<p>TA support Lunchtime mentoring – ICT/library Break arrangements Lunch arrangements Inclusion Assistants SEMH Team support Safe space – time out pass In Class Group TA Support Access Arrangements (small setting) Laptop (extended writing tasks) Modified transitions (no adult support) Timers PM SEND Support Plan for Teachers PM SEND Action Plan Pre ISP Pastoral Support Plan Young Carers EMHP (Group Work) Boxing Academy GRIT Emotional Regulation Groups 3WP Sensory Breaks (timetabled) AM Check In / Circle Time PM Check In / Circle Time Young Carers</p> <p><u>SECONDARY ONLY</u> Report Stressbusters Boxing Academy College FAP HLTA lunchtime mentoring</p>	<p>Pre-staged response – including behaviour plan and fortnightly parental meetings Personalised timetables –including mindfulness activities Risk assessments for key pupils Lego partnership skills Application for dual placement support Further funding requests 1:1 TA Support Access Arrangements (individual setting) Laptop (all lessons) Specialist Subscriptions Modified Transitions (adult support) Intensive Support Package CARE Referral EMHP (Individual Work) Jamie’s Farm Emotional Regulation 1:1 Application for EHCP Sensory Breaks (Open Access) Lego Therapy KS4 Specialist Teaching Core Subjects iAchieve Chromebook Enrichment Careers &amp; AIG Life Skills Work Experience Emotional Regulation 1:1</p> <p><u>SECONDARY ONLY</u> PSP 1:1 mentoring FAP EOTAS Additional classes My Zone access Senior Vice Principal Meeting</p> <p><u>PRIMARY ONLY</u> PSP (Pupil Support Plan) Pre-ISP (Pre-Intensive Support Programme) ISP (Intensive Support Programme)</p>
<p><b>EHCP</b> Individual pupil meetings with Deputy Headteacher/Headteacher Annual review testing and process</p>	