

## Swindon Academy Whole School Provision Map 2018-19

Area of Need	Definition
<b>Communication and Interaction</b>	<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>

<b>Wave 1 Support</b>	
Quality first teaching Language development and acquisition Key vocabulary taught in lessons Clear rules and structured routines	
<b>Wave 2 (Catch-Up)</b>	<b>Wave 3 (Specific and Targeted)</b>
Parental engagement Early help In class support Staff knowledge Visual timetables Break arrangements Lunch arrangements TAMHS – outreach Inclusion Assistants Fiddle toys/sensory box 'I am working towards' card Routes around school (Secondary)	Speech and language ASD Team EPS HLTA in-class support HLTA 1:1 support Social Skills – trained programme Specialist advice to staff Specific 1:1 programmes TAMHS – Clinical Practitioner Sensory breaks in class Quiet workspaces Specialist equipment Other agencies (as required) Arc outreach  Application for EHCP
<b>EHCP</b>	
Individual pupil meetings with 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>		
Needs met though quality first teaching 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		
Whole school literacy initiative	Whole school numeracy	Testing
DEAR (Secondary)	Daily numeracy Rock Star Maths	Reading Spelling CATs (Secondary)
<b>Wave 2 (Catch-Up)</b>		<b>Wave 3 (Specific and Targeted)</b>
Accelerated Reader Rapid Reading Fresh Start Reading support – Marlborough College, quality volunteers General advice on learning needs Testing EHR Pupil specific action plan – teacher led Recording methods Staff CPD Admin support SEN strategy In-class support Dyslexia support 1:1 phonics support Phonics groups in Guided Reading Pupil progress meetings Rapid Maths  <u>SECONDARY ONLY</u> Morphographs Corrective reading – comprehension SPAG Bugs		In class support (small group) or 1:1 Access arrangements Advice on individual students EPS Specialist Advisory Service Individual plans SPLD Bespoke training Admin support Other agencies (needs basis) Literacy box Maths box Precision teaching Nessy Word Shark/Number Shark Reading rulers  Application for EHCP  <u>SECONDARY ONLY</u> Vice Principal Discussion
<b>EHCP</b>		
Individual pupil meetings with Vice Principal Annual review testing and process		

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>

Wave 1 Support	
Quality first teaching	
Wave 2 (Catch-Up)	Wave 3 (Specific and Targeted)
<ul style="list-style-type: none"> <li>Sparks support – gross and fine motor activities</li> <li>Recordable devices to support learning</li> <li>OT/physio programmes to be followed</li> <li>Enlarged text available</li> <li>Seating plans for specific needs</li> <li>Use of a writing slope</li> <li>Weighted pen grips</li> </ul>	<ul style="list-style-type: none"> <li>EPS</li> <li>Visual impairment services</li> <li>Hearing services</li> <li>Other agencies (as required)</li> <li>Manual handling plan (hoisting)</li> <li>Physical advisory services</li> <li>Specialist equipment</li> <li>Assisted technologies</li> <li>Application for EHCP</li> </ul>
EHCP	
<ul style="list-style-type: none"> <li>Individual pupil meetings with Vice Principal</li> <li>Annual review testing and process</li> </ul>	

Area of Need	Definition
<p><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 Needs met through quality first teaching 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	
<b>Wave 2</b>	<b>Wave 3 (Specific and Targeted)</b>
Parental engagement Early help Restorative justice School Nurse Nurture Groups Circle time Fiddle toy/stress toy Wobble cushions Emotional literacy Positive Start Breakfast Club TAMHS – outreach Training TA support Lunchtime mentoring – ICT/library Break arrangements Lunch arrangements Inclusion Assistants SEMH Team support Safe space – time out pass  <u>SECONDARY ONLY</u> Report Stressbusters Boxing Academy College FAP HLTA lunchtime mentoring	Young Carers / LAC Positive Behaviour Plan TAMHS – Clinical Practitioner Education psychology service 1:1 check-ups Inclusion Assistant Paediatrician Training on specific needs Additional named TA support (1:1) Medical needs training After school group Return from FTE support HLTA Other agencies (as and when required) Headteacher meetings 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  Application for EHCP  <u>SECONDARY ONLY</u> PSP

	1:1 mentoring FAP EOTAS Additional classes Guiding Vice Principal Meeting
<b>EHCP</b>	
Individual pupil meetings with Deputy Headteacher/Headteacher Annual review testing and process	