

St Michael's Academy

Provision Map 2014-15



	WAVE 1 Quality First Teaching Provision for All	WAVE 2 Small group Intervention In addition to Wave 1	WAVE 3 Intervention additional/different support, individualised intervention/specialised equipment In addition to Wave 1 and 2
Cognition & Learning	<ul style="list-style-type: none"> • Quality First differentiated planning and teaching • STC Learning environment: clearly labelled, organised resources/equipment • Thinking maps/visual planning/story mountains/mind maps/structures tasks/writing frames etc • Talk for Writing • Clear Success criteria/Learning outcomes • Specific targeted support/ guided group sessions • Targeted additional adult support • A range of teaching approaches used to support all learning styles • Effective marking and feedback with specific and clear next steps/targets • Thinking Partners/Talk Partners • Collaborative Learning • Group Learning Targets • Seating Position • Differentiated Spelling and handwriting sessions • Use of technology: Interactive Whiteboards, i-pads, computers, • A wide range of learning aids/toolkits for learning: word mats; phonics prompt cards; pocket books; word fans; learning walls; Have a go books; differentiated dictionaries/bilingual; concrete learning apparatus: number beads, number lines etc • Coloured overlays/coloured paper • Forest School 	<ul style="list-style-type: none"> • Breakfast/Nurture Club • Lunchtime clubs: logic; construction; • Additional Small group guided sessions focusing on needs led provision • Rapid Reader • Phonics group • Read Write Inc Phonics • Spelling Intervention group • Nessy ICT • Small group booster sessions for literacy and maths using a range of materials • Small group handwriting sessions • Additional Guided Reading group sessions • Individual/small group EAL support, • Pre-teach/over teach vocabulary (Teaching Assistant supported) • Numeracy intervention • Nurture Group: Literacy and Numeracy • Reading Box - Individual Reading support • Tricky Words/Really Useful Words Scheme • Comprehension groups 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Rapid Reader 1-1 • Nessy ICT 1-1 • Individualised Literacy Intervention (ILI) • Precision teaching Programme • Some specific individual literacy provision in line with severity and complexity of need • Some specific individual numeracy provision in line with severity and complexity of need • PFSA • Interpreter /Translator facility(EAL) • Access arrangements • Reader/Scribe • Involvement of Outside Agency/Support Service: Educational Psychology/LSS/Integrated Therapy Service/CAMHS/School Nurse • Inclusion Programme – Fiveways

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Communication & Interaction</p>	<ul style="list-style-type: none"> • Quality First differentiated planning and teaching • STC Learning environment: clearly labelled, organised resources/equipment • Thinking maps/visual planning/story mountains/mind maps/structures tasks/writing frames etc • Talk for Writing • Thinking Partners/Talk Partners • Clear Success criteria/Learning outcomes • Drama & role play activities as part of lessons • Assemblies, singing, music lessons, school performances • ICT resources and programs to aid and support recording • Visual Timetable • Visual Prompts/checklists • Forest School • Clear, unambiguous language • Chunked Instructions • Targeted adult support 	<ul style="list-style-type: none"> • ‘Talking Partners’ • Individual/small group visual timetable • Pre-teach/over teach vocabulary (Teaching Assistant supported) • Circle of Friends • Speech and Language Therapy programmes as advised by SALT • Talkabout group • Theraplay groups • EAL Language groups 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised programmes & resources for communication based on SALT advice, increased in duration and frequency • Individual support for Social Stories • Individual social interaction and communication support • Writing with Symbols/Communicate in Print to support an individual • Talking Tins • Now/Next Boards etc • Feelings Fans • Decoding technical terms and abstract ideas • First hand, sensory and physical experiences • Inclusion Programme – Fiveways • Interpreter /Translator facility(EAL) • Access arrangements • Involvement of Outside Agency/Support Service: Educational Psychology/LSS/Integrated Therapy Service/CAMHS/School Nurse • PFSA
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<p style="text-align: center;">Social, emotional and mental health</p>	<ul style="list-style-type: none"> • Whole school /Class/Playground rules • Positive reinforcements/rewards systems • Brain gym/break activities • STC Visual timetables/photo prompts for expected behaviours • SEAL/ Circle time/Theraplay activities • Forest School • Activity/Exercise breaks • Clear success criteria/Learning Outcomes • Adult support & position in class (teacher and TA) • Child's position in class • Effective use of timer/clock • Specific resources eg seat/spot on carpet/seat cushions/fidget item • PSHE & Citizenship Curriculum • Whole School Behaviour for Learning policy • Playground Leaders/Buddies • Extra-curricular clubs • In Year transition Process • Forest School • Targeted adult support 	<ul style="list-style-type: none"> • Behaviour Management Plans • Circle of Friends • Targeted support through unstructured sessions eg. breaktime & lunchtime • Talkabout group • Theraplay group • Soft Play sessions • Emotional Literacy Programmes: Feelings Art Book; Socially Talented Children • Bereavement Programmes • ELSA groups 	<ul style="list-style-type: none"> • Key Worker • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Behaviour Management Plans/Pastoral Support Plans • Facilitated games & activities through unstructured periods such as playtimes • Theraplay 1-1 • Replay – Parent Theraplay group • Calm Box • Feelings Fans • PLACE • Safe Hands • Safe area/Calm room • Sensory Room sessions • ELSA 1-1 sessions • Flexible curriculum arrangements/reduced timetable • Home/School Link Book • Interpreter /Translator facility(EAL) • Access arrangements • Involvement of Outside Agency/Support Service: Educational Psychology/LSS/Integrated Therapy Service/CAMHS/School Nurse • PFSA
<p style="text-align: center;">Sensory & Physical</p>	<ul style="list-style-type: none"> • Handwriting Programme • Pencil grips • Writing slope • Stress ball • Sensory cushion/seating aids • A posture chair • Position in class • Position of Teacher/TA eg : facing child when giving chunked instructions • Sensory Checklists • Targeted adult support • Swimming sessions in hydrotherapy pool • Trim Trail • Climbing Wall 	<ul style="list-style-type: none"> • Targeted small group to develop letter formation • Targeted small group to develop co-ordination and movement (fine and gross motor) • Learn 2 Move, Move 2 Learn • Soft Play sessions 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individual Physiotherapy programme • Individual Occupational Therapy programme • Individual programmes/strategies to aid sight and hearing impaired • Specialised equipment e.g. K-walker • Interpreter /Translator facility(EAL) • Access arrangements • Involvement of Outside Agency/Support Service: Educational Psychology/LSS/Integrated Therapy Service/CAMHS/School Nurse • PFSA