



Sandringham Infant and Nursery Academy

Provision Map 2020-2021



Communication and Interaction

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Universal high-quality teaching for all</p> <ul style="list-style-type: none"> • Differentiated learning and planning • Learning displays and signs eg phonics, keywords • Word mats eg topic vocabulary • Interactive whiteboards in each classroom • Computing equipment • Group work • Visual and verbal prompts for good listening • Visual timetables in use in all classrooms • Directed questioning • Talk partners regularly used in class • Structured school and class routines • Buddy system for new Reception pupils • PSHE and emotional literacy activities eg Circle Time • Modelled speech and language • Simplified language • Singing Assembly, school and class performances • Drama activities and role-play areas • Adult support in the classroom • Building Learning Power embedded across school • Raising of self- esteem through positive behaviour strategies • Breakfast and After school club • Other clubs eg Multi sports, Drama 	<p>Additional support to accelerate progress</p> <ul style="list-style-type: none"> • Emotional Literacy support • Social skills group • Listening skills groups eg Talk Boost, Blast • Modelling and coaching of language and social skills • Simplified and chunked language and instructions • Lego Therapy 	<p>Additional highly personalised support</p> <ul style="list-style-type: none"> • Speech and Language therapy group or individual work. • Liaison with Outreach services. • Liaison with Speech and Language services. • Specialist ICT support • Individual visual timetable/ task board • Now and next boards • Transition books with photos to support transition between year groups and schools • Social stories • Phonological Awareness Programme • Directed Learning Support Assistant • Home-school communication book

Cognition and Learning

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Universal high-quality teaching for all</p> <ul style="list-style-type: none"> • Differentiated learning • Creative, engaging and active curriculum • Challenging and flexible learning • Stimulating and supportive learning environment • Classrooms are well organised, resources are clearly labelled • Learning through topics • Visual timetables • Visitors, visits and trips • Graduated reading scheme • 1:1 reading with an adult • Catering for different learning styles • Learning resources eg word banks, Numicon • Use of ICT/computing resources • Use of outdoor space • Adult support in classrooms • Self and peer assessment • Regular feedback to pupils • Regular pupil progress reviews • Feedback to parents at least termly • Regular home learning • Regular monitoring of teaching quality • Staff training as necessary • Rigorous tracking and analysis of data 	<p>Additional support to accelerate progress</p> <ul style="list-style-type: none"> • Small group support in the classroom • Increased visual aids and writing prompts • Extra individual reading with an adult • Directed Learning Support Assistant in class • Intervention groups according to need • Additional access to ICT resources • Additional assessment by Inclusion manager/outside agencies • Pre-teaching of vocabulary 	<p>Additional highly personalised support</p> <ul style="list-style-type: none"> • Individual and personalised curriculum • Individual workstation • Increased access to ICT/computing resources • Phonological Awareness Programme • Precision Teaching • Now and next, task boards • Directed Learning Support Assistant in class, sometimes 1:1 • Coloured filters to support children experiencing visual stress • Advice from Outreach Teams • Referral to EP/LLS/SALT/OT • Regular involvement and support from outside agencies • Regular meetings with parents • Additional training for staff • Colourful semantics • SEND SAP and OPP written and reviewed termly with parents

Social, Emotional and Mental health

Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Universal high-quality teaching for all</p> <ul style="list-style-type: none"> • Regular communication with parents – open door policy for contact with class teachers • School Values and Values Assembly • School and class rules • Weekly Golden Time • Class and Celebration Assembly • Classroom responsibilities and jobs • Structured school and class routines • Talk partners, drama and role-play • Visual timetables • Adult support (classrooms and playground) • School and class performances • Expressive, creative activities in art, PE and music • PSHE curriculum and weekly circle time • Friendship Bench, adult-led playground games • Child Governors for pupil voice-elected by peers • School clubs • Attendance/lateness monitored • Rigorous safeguarding policy • Staff trained in Positive Touch • Safeguarding training up to date for all staff • Buddy system for YR • Worry monster in all classrooms • Structured lunchtime activities • Whole school behaviour policy 	<p>Additional support to accelerate progress</p> <ul style="list-style-type: none"> • Additional support at playtimes • Direct EWO involvement • Listening and social skills group • Carpet spaces, specific seating • Directed LSA support including settling activities and at key times • Construction toys group eg Lego Therapy • Emotional literacy group support • Support with self-regulation and calming strategies • Individual social stories • Transition support 	<p>Additional highly personalised support</p> <ul style="list-style-type: none"> • Interventions, support and guidance from outside agencies, including involvement with parents • Individual reward system/charts • Home/school communication book • Now and next boards, task boards • Individual workstation • Key person to meet and greet • Time out spaces and calming activities • Regular meetings with parents • Individual lunchtime programme • CAMHs/EP referral • Referral to family Support Worker • Focused transition support • Individual behaviour/support plan

Sensory and Physical		
Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Universal high-quality teaching for all</p> <ul style="list-style-type: none"> • Curriculum planned to include children with additional needs • Flexible teaching arrangements • Adult support in classrooms and playground • Movement breaks • Correctly sized equipment and furniture • Carpet spaces • Variety of PE equipment • Physical and gross motor skills developed through PE curriculum • Playground and outdoor equipment • Adult-led lunchtime games • Musical instruments • Painting, craft, cutting and chalk activities • Dedicated art tables/spaces • Outside areas and plenty of space • Lego and construction toys • Fine motor skill activities • Disabled toilet facilities • Ramps to some classrooms • Staff trained in basic first aid • Training for staff to meet specific physical needs • Off- site educational visits carefully planned to ensure all children can access them • Suitable equipment eg pencil grips, scissors 	<p>Additional support to accelerate progress</p> <ul style="list-style-type: none"> • Fine and gross motor skill activities • Additional handwriting support eg handwriting groups • Specialist resources eg adapted scissors, writing slopes, pencil grips, • Structured movement and sensory breaks in classroom • Fine motor groups/1:1 support using OT resource pack activities and programmes eg Write dance, Write from the start • Gross motor groups/1:1 using specific programmes and resources (e.g. Jump Ahead • Targeted adult support • Fiddle toys and chew toys • Carpet spot/cushions • Adapted resources – large font, coloured paper & overlays etc 	<p>Additional highly personalised support</p> <ul style="list-style-type: none"> • Interventions from outside agencies eg physiotherapy, Occupational Therapy, Physical and Sensory Support Service and school nurse • Directed adult support time to enable access to the curriculum • Individual support with self-care/lunchtimes • Equipment for sensory needs eg weighted jacket, ear defenders • Sensory/time-out area eg tent • Sensory calming box • Individual movement breaks in classroom and around school • Wobble cushions • Individual workstations • Medical, Personal and Intimate Care Plans • Specialist ICT support • Risk assessment and reasonable adjustments made to the learning environment (including trips) • Directed adult support time to enable access to the curriculum • Sensory diet

Through this Provision Map we have outlined a range of support that some of the children in our academy may require during the school year, although this may be adjusted to cater for changing needs and it is provided subject to budgetary constraints. The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 (Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory & Physical). It follows a graduated response approach, in line with the Surrey Profile of Need. This version of the Provision Map is correct as from October 2020 and may be subject to change. It will be reviewed annually.

Judith Kelly

Inclusion Manager

October 2020