

The Ferns Academy Provision Map 2021-2022



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, though 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 **SEN Support Guidance for Schools (2021)**

Universal

Inclusive Quality First Teaching for **all** children

Universal describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND.

Targeted provision

Additional support/interventions to enable children to 'catch-up' and reach age related expectations

Targeted provision describes specific, additional and time-banded interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This support/intervention is targeted to children who are not making the expected progress through the universal provision. Some children's needs may also be being supported through involvement of external agencies. Children may be on the SEND Register at SEN Support level (in line with Hampshire, this may be School SEND Support or Specialist SEND Support).

Personalised provision

Additional and highly personalised provision to enable access to the curriculum

Personalised provision describes targeted provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to achieve their potential. This may include one-to-one or specialist interventions. Children will be on the SEND Register at either SEN Support level or may require statutory assessment/have an EHCP.

This version of the Provision Map is correct as from September 2021 and may be subject to change. It will be reviewed annually.

Communication & Interaction

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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
Additional processing time Buddy system Building Learning Power (BLP) ethos across the school Computing equipment (laptops, voice recorders etc) Differentiated planning Drama activities Embedded Values education Group work Key words/word banks Modelled interaction Modelled speech/language PSHCE lessons Residential experiences/trips in Yrs3-6 School council Sequencing activities Simplified language Structured school and class routines Talk partners Targeted questioning Transition support from EY-KS1, KS1-2 and KS2-3 Visual class timetable/aids in classrooms Whole class circle time	<ul style="list-style-type: none"> • SOLENT speech and Language program • Emotional Literacy Support through our trained assistant (ELSA) • Listening skills group • Nurturing group (social skills & self-esteem group) • Personalised visual timetable/resources • Pre-teaching • Social skills group • TalkPartners@Primary (Speech and Language support) • Talk Boost • Time to talk 	<ul style="list-style-type: none"> • Early Help assessment • Outreach support (Henry Tyndale) • Personalised individual timetables/resources • Regular speech and language therapy (SOLENT PACK) • Structured speech and language programmes Talk Boost • Widget • Targeted intervention and regular consultation outside agencies including: <ul style="list-style-type: none"> - Educational Psychologist (EP), - GP/paediatrician - Hampshire Primary Behaviour Support (PBS) - Speech and Language Therapy (SALT)

Cognition & Learning

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Universal Quality First Teaching for ALL children	Targeted Provision Catch up/additional provision for some children may include	Personalised Provision High level of personalised provision for few children
<p>1:1 reading with an adult A broad a balanced curriculum with carefully differentiated learning Challenging learning opportunities Classrooms are well organised leading to independence for children CPD for staff Coloured overlays Dictionaries and word mats Effective feedback and marking Feedback to parents at least termly Fix-its Guided learning ICT is used to enhance and support learning Learning displays Modelling of skills Non-white computer display screens where possible Paper handouts of on-screen text Peer and self-assessment Pitched questioning Pre-teaching Real life context to learning Regular home learning Regular opportunities to edit learning Regular planned and unplanned monitoring of teaching and learning Rigorous tracking and analysis of data Specialist MFL, Music and PE teaching Strategies for ASD, ADHD, SpLD, SALT Targeted additional adult support Task boards Termly Pupil Progress meetings Variety of teaching strategies used daily Visual timetables</p>	<ul style="list-style-type: none"> • Nesy • Additional access to ICT resources • Additional assessment by SENCO/outside agencies • Additional visual aids/resources (including task boards, check lists, prompt cards) • Booster groups for core subject learning • Daily reading in school and support choosing appropriate books • Memory Magic • Precision teaching • Pre-teaching • Targeted adult support in lessons 	<ul style="list-style-type: none"> • Additional equipment • Additional training for staff to be able to deliver specific programmes • Colourful Semantics • Directed additional adult support time to access curriculum • Early Help Assessment • Precision teaching • Regular involvement and support/interventions from outside agencies (i.e. PBS, EP, SALT, OT) • Regular meetings with parents and class teacher/SENCO • SEND SAP and OPP written and reviewed termly with parents

Social, Emotional & Mental Health

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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>Assembly's reinforce positive values and behaviour Children elect peers to roles of responsibility including the School Council Circle time held weekly in every class Class and celebration assemblies Class visual timetable Clearly identified school values – Courage, co-operation, confidence and curiosity, Building Learning Powers Emotional/social resources Incident logs (ABC format) Open door policy with regular feedback to parents Poor/late attendance monitored Positive reinforcement of expectations with visual reward system in each classroom PSHCE curriculum Risk management/action plans Safeguarding policy followed by all staff rigorously Staff are trained in the use of Team Teach Structure school and class routines Talking partners Time out Time to talk/worry box Timers Up-to-date safeguarding training for all staff Whole school behaviour policy Zones of Regulation</p>	<ul style="list-style-type: none"> • Additional support at playtime • ELSA groups and 1:1 • Individual reward system • Individual Social Stories • Lunchtime club (social skills & self-esteem) • Social skills groups • Time to talk • Transition support • KITE Welfare officer 	<ul style="list-style-type: none"> • 1:1 Emotional Literacy Programme (ELSA) • ASD strategies (e.g. Workstation & TEACCH) • CAMHS • Nurturing Provision • Circle of Friends • Focused transition support • Home-School book • Individual behaviour plan (separate or included in SEND SAP) • Individual reward system • Outreach support • Referral to CAMHS • Social stories • Targeted work from outside agencies (i.e. PBS, EP) • Direct Inclusion Support Service involvement

Sensory & Physical Needs

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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>Adapted resources – large font, coloured paper & overlays etc Adaption to the classroom (when appropriate) Additional training for staff provided to meet physical needs as appropriate Appropriate seating for all Carpet spaces Disabled ramps (downstairs only) Disabled toilet facilities Educational visits away from the school site are carefully planned to ensure all children can access them Fine motor skill activities such as – peg boards, putty, cutting etc Gross motor skill development promoted in EYs and through PE curriculum Medical support Physical skills are developed through the PE curriculum and clubs Staff are trained in basic first aid Suitable equipment such as pencil grips, scissors etc</p>	<ul style="list-style-type: none"> • Additional handwriting support • Additional movement breaks • Carpet spots/cushions • Enlarged texts • Fiddle tools • SOLENT – OT pack • Fine motor groups/1:1 support using OT resource pack activities and specific programmes (SOLENT PACK) • Gross motor groups/1:1 using specific programmes and resources (SOLENT PACK) • Movement and sensory breaks • Sensory Circuits • Sloping boards for desk • Specialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes) • Targeted adult support 	<ul style="list-style-type: none"> • Directed adult support time to enable access to the curriculum • Individual support with self-care/lunchtimes/ • Risk assessment and reasonable adjustments made to the learning environment (including day and residential trips) • Sensory circuit • Referral to targeted programmes/interventions from outside agencies (i.e. Occupational Therapy)