



# Whole school Provision Map - 2020-2021- Hill Top Academy



Paragraph 6.76 of the Special Educational Needs and Disability (SEND) Code of Practice (2014) explains that a provision map is:

*'An efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.'*

## Wave One - Quality First Teaching - All classes use the following strategies:

Cognition and Learning	Communication and Interaction	Behavioural, Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Differentiated delivery and outcome</li> <li>• Access to a varied and stimulating curriculum</li> <li>• Range of teaching styles (VAK)</li> <li>• Differentiated outcome</li> <li>• Scaffolded/Deeper learning opportunities for all pupils during learning activities</li> <li>• Hands on learning</li> <li>• Educational trips and visitors</li> <li>• Whole school learning behaviours</li> <li>• Visual support/ aids/ timetables</li> <li>• Dictionaries/Thesaurus/writing frames</li> <li>• ICT/IPad devices to support</li> <li>• Abacus Books - Maths</li> <li>• White Rose Maths Scheme of Learning</li> <li>• Opportunity for shared, guided, partner and independent work</li> <li>• Focussed group work (e.g. shared reading; arithmetic; guided writing)</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving</li> <li>• LSA support in class</li> <li>• Use of I-Pads/Chromebooks/Laptops</li> <li>• Speed Spelling strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and class routines</li> <li>• Differentiated curriculum delivery</li> <li>• Differentiated outputs</li> <li>• Increased visual aids</li> <li>• Visual timetables</li> <li>• Use of prompts</li> <li>• Use of symbols/sign support/Makaton</li> <li>• Talking Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school reward system</li> <li>• individual class reward system</li> <li>• Learning behaviours</li> <li>• Individual class rules</li> <li>• Whole school policy for behaviour</li> <li>• Circle time as part of PSHCE</li> <li>• Buddy system</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Teacher awareness of S&amp;P Impairment</li> <li>• Fiddle boxes</li> <li>• Workstation spaces</li> <li>• Brain Gym exercises</li> <li>• Fine motor skills practice</li> <li>• Gross motor skills practice</li> </ul>



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Wave Two - Targeted Support for individuals or small groups - IEPs are in place and written by the teacher and LSA			
Cognition and Learning	Communication and Interaction	Behavioural, Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>• Toe-by-Toe</li> <li>• Power of 2</li> <li>• Booster groups or 1:1 tuition where needed</li> <li>• Same Day Intervention for R,W,M</li> <li>• TA support,</li> <li>• 1:1 activities,</li> <li>• additional keyboard skills,</li> <li>• Daily reading with TA or teacher</li> <li>• Phonics groups</li> <li>• Spelling interventions - Stareway to spelling</li> <li>• Handwriting Focus Groups</li> <li>• Reading Fluency Program</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from TA with some focus on supporting speech and language.</li> <li>• Additional use of ICT to support the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group Circle Time.</li> <li>• Group reward system.</li> <li>• Support for unstructured times.</li> <li>• Thrive Sessions with pastoral lead or Pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>• Additional keyboard skills.</li> <li>• Additional handwriting practice. Access to equipment (e.g. writing slopes; grips)</li> <li>• Additional cutting practice</li> </ul>
Wave Three - Specialised Intervention for those with additional needs - IEPs are written by the SENDCO with targets set alongside the teachers and parents/Carers			
Cognition and Learning	Communication and Interaction	Behavioural, Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Intense English or Maths support,</li> <li>• Reading, writing and maths personalised programs of study</li> <li>• Adapted catch-up programmes,</li> <li>• Additional phonics training,</li> <li>• Additional individual reading,</li> <li>• Paired reading,</li> <li>• Memory skills training,</li> <li>• Peer tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language support from SALT, followed up in school.</li> <li>• Input from Autism Outreach Team. Support for alternative forms of communication (e.g. Makaton).</li> <li>• Visual organiser.</li> <li>• ICT - writing with symbols.</li> <li>• Speech and Language Therapy</li> <li>• Lego Therapy (ASD)</li> <li>• THRIVE</li> <li>• One Page Profiles (individual targets)</li> <li>• Programs directed by outside agencies e.g. Occupational Therapy, Physiotherapy, Hearing Impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Individual counselling/pastoral support.</li> <li>• Individual reward system.</li> <li>• Nurture group.</li> <li>• Anger Management training.</li> <li>• Peer Mentoring.</li> <li>• Social Skills training.</li> <li>• Circle of Friends.</li> <li>• Lego Therapy (ASD)</li> <li>• THRIVE</li> <li>• One Page Profiles (individual targets)</li> <li>• Programs directed by outside agencies e.g. Occupational Therapy, Physiotherapy, Hearing Impairment</li> <li>• CAMHS Support Programs</li> <li>• ASCETS Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Motor skills programme for small group.</li> <li>• Individual support in class during P.E/Lunch Times.</li> <li>• Physiotherapy programme.</li> <li>• Access to ICT</li> <li>• Nurture Groups</li> <li>• One Page Profiles (individual targets)</li> <li>• Programs directed by outside agencies e.g. Occupational Therapy, Physiotherapy, Hearing Impairment</li> </ul>