

Half Acres Primary Academy
Provision Map 2024-25

All Universal Offer (Wave 1 approaches to T&L)	A variety of teaching approaches that encourage and engage styles of learning Planning that emphasises what will be learnt based on assessment for learning A multi-sensory learning approach - kinaesthetic, audible, visual learners. Personalised and differentiated questioning Learning presented in a graduated way - revisit, build, explore and review understanding to embed knowledge. High expectations for all pupils		
Area of Need	Inclusive quality teaching for all (Wave 1)	Additional support to enable work towards age related expectation (Wave 2)	Additional highly personalised interventions/support (Wave 3)
Cognition and Learning	Scaffolding for curriculum tasks. Clear and simple instructions, breaking down longer instructions and giving one at a time. Clarify, display and refer back to new/difficult vocabulary using visual cues and pictures. Repetition and reinforcement of skills including worked examples Use of chrome books to scaffold learning Use of chrome books to allow children to revisit key teaching points. Check-in for understanding. Flexible groupings Provide children with verbal and visual scaffolds for their response. In class support from a teacher/ TA RWI to teach phonics Manipulatives to support understanding Targeted questioning including open ended questions to challenge and stimulate discussion Observation and assessment of what child already knows, understands and can do to inform future planning. Daily opportunity to hear a class story	In class support from teacher/TA 'Fresh Start' reading programme. RWI small group support	Additional phonics intervention Additional individual reading. Access to WISENDSS resources and advisory teachers. Access to Educational Psychologist Individual work stations RWI 1:1 support Pre-teaching vocabulary Coloured resources for reading/ writing Rainbow Word Intervention - Learning Support Services Reading for Talking Intervention - Learning Support Services
Communication and Interaction	Consistent support from teacher and TA to reinforce speech sounds throughout the day A high level of accurate modelling of speech sounds and correct vocabulary Visual Timetables clearly displayed in all classrooms and referred to throughout the day. Clear and specific learning objectives Clear, demonstrated differentiated examples of what is expected within task.	In class support from TA with some focus on supporting speech and language. Lego therapy Objects of Reference used to communicate transitions.	Access to support from WISENDSS team for social, interaction and communication difficulties. Speech and Language support from speech therapist and/or TA Individual timetable (PECs) Individual visual timetable and personalised task sheets or Now and Next Boards Verbal communications to be supported by the consistent use of Makaton

	<p>Preparation for change of activity or lesson - with the use of visuals, clear warnings and timers.</p> <p>Clear rewards systems - including personalised motivators</p> <p>Time given for processing before response is needed.</p> <p>Dual coding</p> <p>Visual support across the curriculum</p> <p>Pre-teaching of subject vocabulary</p> <p>Key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way</p> <p>Calm learning environment</p> <p>Read Write Inc. strategies</p>		<p>Comic Strip Conversations and/or Social Stories</p> <p>Individual work stations for children to work at when they need to focus.</p> <p>Referral for neurodiversity assessment</p>
Social, Emotional and mental health	<p>Behaviour for learning at the heart of the lessons/school day</p> <p>Whole school behaviour policy</p> <p>Pocket Principles (Be Respectful, Be Responsible, Be Ready to Learn)</p> <p>Excellent Behaviour Principles (Excellent walking, Excellent listening, Excellent manners)</p> <p>PHSE/RSE/British Values curriculum activities and resources</p> <p>Access to school learning mentor</p> <p>Emotional coaching and Restorative Practice used to support conversations with pupils following an incident</p>	<p>Small group circle time</p> <p>Support for unstructured activities</p> <p>Transition support</p> <p>Social skills group</p> <p>Emotional literacy group work</p> <p>Lunchtime support</p>	<p>School learning mentor 1:1 check-ins</p> <p>Individual reward system</p> <p>Home-school communication</p> <p>Support from EP/SEMH team</p> <p>Access to calm areas/spaces</p> <p>Access to nurture style provision</p> <p>Work station with adult support</p> <p>Risk assessments</p> <p>Individual Behaviour Plans</p> <p>Support from FiM practitioners</p> <p>Brooke traffic light system</p> <p>5 point scale</p> <p>Behaviour report - home/school link.</p> <p>Learning Mentor - work with individual children</p>
Sensory and Physical	<p>Carefully considered classroom environments that seek to minimise sensory overload.</p> <p>Flexible teaching arrangements.</p> <p>Staff aware of impairment.</p> <p>Modified worksheets.</p> <p>Weekly 'Squiggle while you Wiggle'/Dough Disco - Fine motor/handwriting programme</p> <p>Paediatric first aid trained member of staff</p> <p>Read Write Inc. handwriting rhymes</p> <p>Areas of provision in EYFS - sand, water, shaving foam, rice etc.</p>	<p>Access to sensory resources in the classroom - for example fidget toys</p> <p>Access to sensory resources outside the classroom - Fit to Learn</p> <p>Access to Chromebook to support recording</p>	<p>Individual support in class and PE.</p> <p>Uses of pencil grips.</p> <p>Physiotherapy programme.</p> <p>Occupational therapist programme.</p> <p>Activities linked to sensory preferences</p> <p>Break out spaces</p> <p>Access to equipment, eg sloping boards, pencil grips.</p> <p>Support from Sensory Impairment Team</p> <p>Low sensory demand workstations /rooms</p> <p>Ear defenders</p> <p>Chew toys/ jewellery.</p> <p>Adaptions to school uniform.</p>