

## Woodlands Primary Academy Provision Map

<p><i>Four broad areas of need:</i></p>	<p style="text-align: center;"><u>Communication and Interaction</u></p> <p>CoP - difficulty communication with others, difficulty saying what they want, difficulty understanding what is being said to them, do not understand social rules of communication, needs may change over time.</p> <p><b><u>ASD (including Asperger's and Autism)</u></b></p> <p>CoP - difficulties with social interactions, difficulties with language, communication and imagination, difficulty relating to others.</p> <ul style="list-style-type: none"> <li>• <b><u>SLCN (Speech, Language, Communication Need)</u></b></li> <li>• <b><u>ASD (Autistic Spectrum Disorder)</u></b></li> </ul>	<p style="text-align: center;"><u>Cognition and learning</u></p> <p>CoP - May learn at a slower pace than peers even with differentiation, learning difficulties cover a wide range of needs from MLD (moderate learning difficulty) to SLD (severe learning difficulty), likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), likely to have severe and complex learning difficulties as well as a physical difficulty or sensory impairment and will have an EHCP. SpLD could encompass dyslexia, dyscalculia and dyspraxia as they may experience a combination of these difficulties.</p> <ul style="list-style-type: none"> <li>• <b><u>MLD (Moderate Learning Difficulty)</u></b></li> </ul>	<p style="text-align: center;"><u>Social, emotional and mental health difficulties</u></p> <p>CoP - Wide range of SEMH difficulties, could be withdrawn or isolated, challenging, disruptive or disturbing behaviour. Behaviours may reflect underlying mental health difficulties like anxiety, depression, self-harming, substance misuse, eating disorders or disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. (DfE - Guidance on managing pupils' mental health and behaviour difficulties in schools).</p> <ul style="list-style-type: none"> <li>• <b><u>SEMH</u></b></li> </ul>	<p style="text-align: center;"><u>Sensory and/ or physical needs</u></p> <p>CoP - Disability that prevents or hinders from making use of facilities generally provided. Difficulties could be age related and may fluctuate over time. VI (visual impairment), HI (hearing impairment) or MSI (multi-sensory impairment) will require specialist support and/or equipment to access learning as have visual and hearing difficulties. (services for Deafblind - Department of Health - Social Care for Deafblind Children and Adults guidance). Some children with PD (physical disability) may require additional ongoing support and equipment to access opportunities available to their peers.</p> <ul style="list-style-type: none"> <li>• <b><u>PD (Physical Disability)</u></b></li> <li>• <b><u>VI (Visually impaired)</u></b></li> <li>• <b><u>HI (Hearing Impaired)</u></b></li> </ul>
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Quality First Teaching (QFT)	<ul style="list-style-type: none"> <li>📖 Clear explanations</li> <li>📖 Good modelling</li> <li>📖 Frequent checks for understanding</li> <li>📖 Guided practice followed by independent practice.</li> <li>📖 Supportive tools (e.g., writing frames, partially completed example)</li> <li>📖 Flexible grouping (interventions, mixed ability) with opportunities for talk with partners</li> <li>📖 Use of technology/ software to support (visualiser, iPad, computer, reader pens, Immersive Reader)</li> <li>📖 Visual timetables</li> <li>📖 Visuals to support instructions</li> </ul>			
Everyone (Universal)	<ul style="list-style-type: none"> <li>✓ Recap previous learning</li> <li>✓ Address misconceptions</li> <li>✓ Simple language</li> <li>✓ Key vocab - created on <a href="http://www.widgetonline.co.uk">www.widgetonline.co.uk</a></li> <li>✓ Clear learning focus</li> <li>✓ Visual timetables</li> <li>✓ Structure class routines</li> <li>✓ Clear class expectations supported with visuals (good looking, sitting, listening)</li> <li>✓ Pupil talk time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recap previous learning</li> <li>✓ Differentiated planning - linked to activities and outcome</li> <li>✓ Mixed ability grouping</li> <li>✓ Clear learning focus</li> <li>✓ Visual timetable</li> <li>✓ Key vocab - created on <a href="http://www.widgetonline.co.uk">www.widgetonline.co.uk</a></li> <li>✓ Instructions broken down</li> <li>✓ Writing frames</li> <li>✓ Targeted questioning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school behaviour policy</li> <li>✓ Restorative Approach to behaviour</li> <li>✓ Whole school class expectations of behaviour - Ready, Respectful, Safe</li> <li>✓ Praising positive behaviour - awarding Dojos</li> <li>✓ Children have classroom responsibilities</li> <li>✓ Positive behaviour rewards on Dojo</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff aware of any physical impairments</li> <li>✓ Writing slopes</li> <li>✓ Pencil grips</li> <li>✓ Medical support/ advice</li> <li>✓ Movement breaks</li> <li>✓ Sensory room</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Plan a range of multi-sensory approaches (e.g. visual, auditory, kinaesthetic and tactile strategies).</li> <li>✓ Pupil Progress Meetings between SLT and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil talk time</li> <li>✓ Movement breaks</li> <li>✓ Clear modelling of tasks</li> <li>✓ Check understanding by asking a child to explain what they have to do</li> <li>✓ Pupil Progress Meetings between SLT and class teachers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Negative behaviour recorded on Arbor</li> <li>✓ Achievements praised in 'Celebration Assembly'</li> <li>✓ Movement breaks</li> <li>✓ Instructions simple and short</li> <li>✓ Sensory room</li> <li>✓ Zones of Regulation</li> </ul>	
Some of us (Specialist)	<ul style="list-style-type: none"> <li>❖ Lego therapy style support</li> <li>❖ Specialist software - Immersive Reader</li> <li>❖ Speech recognition software</li> <li>❖ Identified as key marginal in Pupil Progress Meeting and support planned</li> <li>❖ Individual visual timetable</li> <li>❖ Individual Now/ Next board</li> <li>❖ Individual workstation</li> <li>❖ Word mats</li> <li>❖ Break and lunch provision</li> <li>❖ Learning Passport with individualised targets</li> <li>❖ Reader pen</li> <li>❖ Pre-teaching</li> <li>❖ SATs boosters</li> <li>❖ Reading interview - RWI 'Fresh Start'</li> </ul>	<ul style="list-style-type: none"> <li>❖ Phonics intervention</li> <li>❖ Reading interview - RWI 'Fresh Start'</li> <li>❖ Catch-up maths</li> <li>❖ Targeted intervention</li> <li>❖ Identified as key marginal in Pupil Progress Meeting and support planned</li> <li>❖ Specialist software - immersive reader or Clicker</li> <li>❖ Reader pen</li> <li>❖ Word mats</li> <li>❖ Laptop/ iPad</li> <li>❖ Learning Passport with individualised targets</li> <li>❖ Pre-teaching</li> <li>❖ SATs boosters</li> </ul>	<ul style="list-style-type: none"> <li>❖ ELSA style support from Mrs Ellis</li> <li>❖ Stress balls/ fidget toys</li> <li>❖ Learning Passport with individualised target</li> <li>❖ Nurture groups</li> <li>❖ Sensory circuit</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fine motor intervention / handwriting practice</li> <li>❖ Adult support</li> <li>❖ Stress balls/ fidget toys</li> <li>❖ Sensory circuit</li> <li>❖ Learning Passport with individualised targets</li> </ul>

<p>A few of us (Targeted)</p>	<ul style="list-style-type: none"> <li>➤ 1:1 Speech and Language support</li> <li>➤ Small group Speech and Language support</li> <li>➤ Advice from Educational Psychologist</li> <li>➤ Circle of friends with Mrs Ellis</li> <li>➤ Buddy system</li> <li>➤ Social stories/ comic strip conversations</li> <li>➤ Colourful Semantics</li> <li>➤ Learning Passport and individualised targets</li> <li>➤ Educational Health Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1:1 Speech and Language support</li> <li>➤ Adjusted tasks with learning resources to support</li> <li>➤ Coloured overlays/ books with coloured pages</li> <li>➤ Small group support</li> <li>➤ Adult support</li> <li>➤ Colourful Semantics</li> <li>➤ Advice from Educational Psychologist</li> <li>➤ Learning Passport with Individualised Learning Targets</li> <li>➤ Educational Health Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>➤ DESTY sessions with Miss Jowett</li> <li>➤ Access to in-school counsellor</li> <li>➤ Outreach behaviour support</li> <li>➤ Individual reward system</li> <li>➤ Positive Behaviour Plan</li> <li>➤ Break and lunch provision</li> <li>➤ Advice from Educational Psychologist</li> <li>➤ Circle of friends with Mrs Ellis</li> <li>➤ Learning Passport with individualised targets</li> <li>➤ Educational Health Care Plan (EHCP)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual support</li> <li>➤ Ear defenders</li> <li>➤ Advice from a specialist</li> <li>➤ Speech recognition software</li> <li>➤ Learning Passport with individualised targets</li> <li>➤ Educational Health Care Plan (EHCP)</li> </ul>
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