

Curlidge Street Academy. School Offer/ Provision Map 2018/19

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<p>Universal Provision (Class)</p> <ul style="list-style-type: none"> ● Flexible teaching arrangements ● Structured school and classroom routines ● Warning of change ● Consistent rules and routines ● Weekly Talk Boost Nursery to Year 1 ● Differentiated curriculum delivery e.g. simplified language ● Increased visual aids/modelling ● Visual timetables ● Use of symbols ● Use of timers ● Use of signing (Makaton) ● ICT programmes to support language ● Small world play and role-play ● Repetition/clarification of instructions ● Opportunities to work with younger/older pupils ● Planned Speaking and Listening Activities ● Use of Kagan structures to support S&L ● Teaching listening through circle time games ● Role-play situations/drama ● Paired talk ● Regular and planned parent liaison 	<p>Universal Provision (Class)</p> <ul style="list-style-type: none"> ● Differentiated tasks and delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ● Repetition/ clarification of instructions ● Differentiated outcomes ● Increased visual aids/ modelling etc. ● Visual timetables/ prompts ● Pre-teaching ● Alphabet, word and number charts, mats, banks etc. ● Use of puzzles and games ● Visitors and visits ● Maths sets in years 4, 5 and 6 ● Illustrated dictionaries ● Use of writing frames ● Appropriate reading material available from other year groups ● Weekly spelling lists (phonics led) ● Multi-sensory phonics approach e.g. Read Write Inc. (RWInc) ● Accelerated reader Y2-6 ● Benchmarking to assess reading ● Individual target setting for maths and English ● Home/ school reading record books ● Regular and planned parental liaison ● Use of Kagan Structures 	<p>Universal Provision (Class)</p> <ul style="list-style-type: none"> ● Whole school handwriting policy ● P.E. lessons ● After school sports clubs ● Huff and puff equipment ● Timber trail ● Clearly marked steps around the school ● Disabled facilities including toilet, lift and handrails ● Flexible seating arrangements ● Handwriting/fine motor control programme ● Specialist resources – pencil grips, triangular pencils, variety of types of scissors ● Multi-sensory equipment ● Construction resources ● Tools and Materials to develop fine motor skills: Funky Fingers ● Range of equipment & opportunities for balancing and developing control and coordination ● Provision of left handed equipment ● Written signs for class labels in classes ● Regular and planned parental liaison ● Trained first aiders- Medical log kept 	<p>Universal Provision (Class)</p> <ul style="list-style-type: none"> ● Consistent use of whole school behaviour policy ● Consistent and progressive reward system and positive behaviour strategies: house points, sticker charts, celebration assemblies ● Consistent sanction system including timeout and a time out room ● Class SEAL and Thrive ● Behaviour recorded on CPOMS database ● Structured school and classroom routines ● School Council ● Teaching emotional and social skills through circle time games ● Use of puzzles and games ● Involvement in after school clubs ● Individual roles and responsibilities ● Support of lunchtime supervisors at lunchtime ● Progressive SMSC, PSHE, SRE curriculum ● Play leaders available to support at lunch ● VAK – variety of teaching styles used to suit pupils ● Visual timetables ● Use of symbols ● Use of timers ● Use of first hand experiences to stimulate learning ● Regular and planned parental liaison ● Pastoral team to support teachers and children
<p>Targeted Provision (Group)</p> <ul style="list-style-type: none"> ● Speech and Language support groups ● Talk Boost ● Sulp: Social use of Language Programme ● Social communication groups ● Use of communication cards/ picture cards ● Extended transition for vulnerable pupils ● Attention and Listening groups 	<p>Targeted Provision (Group)</p> <ul style="list-style-type: none"> ● In-class TA support for English ● In-class TA support for maths ● Daily RWInc groups ● Fresh Start groups ● Maths intervention: First Class in Number ● Maths intervention: Making Maths Magic ● Additional guided reading and writing groups ● Visual/auditory perception group activities ● Differentiated resources 	<p>Targeted Provision (Group)</p> <ul style="list-style-type: none"> ● Fine Motor skills programme ● Gross Motor skills programme ● Wake and Shake ● TA support in PE/dance/games ● Differentiated PE resources – spider balls, balloon balls etc. ● Sports events – additional preparation ● Handwriting intervention ● Write from the Start motor skills programme 	<p>Targeted Provision (Group)</p> <ul style="list-style-type: none"> ● Alternative playtime/ lunchtime provision ● Nurture provision Nest Y1-3. Fledglings: Y4-6 ● Lunchtime social skills group ● Supported table in the dinner hall ● Nurture parenting group ● Bereavement group ● Mindfulness ● Attachment Based Mentoring intervention

Curledge Street Academy. School Offer: Reviewed July 2018

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<p>Targeted Provision (Group) continued</p>	<p>Targeted Provision (Group) continued</p> <ul style="list-style-type: none"> ● Multi-sensory letter work & spelling programmes ● Group use of ICT programmes ● Small group of support for literacy outside class e.g. RWInc, ● Small group of support for maths outside class ● Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats 	<p>Targeted Provision (Group) continued</p>	<p>Targeted Provision (Group) continued</p> <ul style="list-style-type: none"> ● Pastoral support nurture groups: Drawing and Talking, art techniques, Play based approach, social skills ● Support from pastoral team for children across the school including check ins
<p>Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Individual Speech therapy programmes delivered by Speech therapist and trained TA ● Individual visual timetables/ prompts ● Individual ICT programmes ● Work station ● Individual transition programme ● Social stories ● Outreach speech and language support ● Outreach ASD support ● Individual risk assessments ● Use of social stories ● TA and MTA support ● Earlybird/ Earlybird Plus/ Cygnet interventions 	<p>Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ● ISPI outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Pre-teaching of class learning ● Reinforcement practice of class learning ● Use of individual ICT programmes targeting learning ● Support for literacy, eg: RWInc, individual reading ● Support for maths outside class e.g. Counting to Calculating ● Toe by Toe intervention ● Rapid Reader and Rapid Writer intervention ● Precision Teaching ● List of current and future topic words ● TA support daily with ISP targets ● Individual arrangements for SATs ● Additional planning and arrangements for transition ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Support for pupils with EAL ● Efficient word processing ● Booster classes ● Dyslexia and Dyscalculia Screenings ● Pupil conferencing ● LA inclusion consultant advice and support 	<p>Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Intimate Care Plan ● Support from TA/ MTA ● Gross and fine motor skills intervention ● Outreach support for Physical Disabilities ● Support and advice from the school nurse ● Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc. ● TA support/ monitoring at lunchtimes ● Individual planning and arrangements for transition ● Outside agency advice and support: Physiotherapist, Occupational Therapist, Hearing Impairment, Visual Impairment ● Individual risk assessment ● Individual intimate care plan ● Access to enlarged resources ● Awareness of fatigue ● Scribe provided ● Seating arrangements (r-handed, l-handed etc) ● Handwriting programme ● Support with Physio/ Occupational Therapy exercises ● Classroom access and adjustment to classroom/school environment. ● Ear defenders/ stress toys ● Concentrators: tangle toys, fiddle pencils ● Additional transition arrangements 	<p>Specialist Provision (Individual)</p> <ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Pastoral support from the pastoral team ● Individual risk assessments ● Individual reward/sanction systems ● TA/ MTA support- playtime monitoring ● Individual seating or work station for aiding concentration for part of day ● Home/ school liaison book ● Weekly feedback to parents ● Time out system and safe space ● Internal seclusion ● Planned use of physical positive handling ● Additional transition arrangements ● CAMHS involvement and referral ● Bereavement support ● Early Help intervention ● Daily 'check-ins' ● School nurse referral/ support ● Monthly Safeguarding meetings ● Referral to attendance officer ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Additional transition arrangements ● Educated other than at school ● Supported transition ● Individual report card system

