

Curledge Street Academy. School Offer/ Provision Map 2020/21

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including Disabilities)	Social, Mental and Emotional Health (including ADHD)
Universal Provision (Class)	Universal Provision (Class)	Universal Provision (Class)	Universal Provision (Class)
<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 	<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 ● 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 ● Home/ school reading record books ● Regular and planned parental liaison ● Use of Kagan Structures 	<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 	<ul style="list-style-type: none"> ● Consistent use of school behaviour policy ● Consistent positive behaviour strategies: house points, sticker charts, celebration assemblies ● Attachment aware approach to develop children's relational skills ● 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 ● Variety of teaching styles used to suit pupils ● Visual timetables ● Use of symbols/ timers ● Use of first hand experiences to stimulate learning ● Regular and planned parental liaison ● Wellbeing team to support teachers and children
Targeted Provision (Group)	Targeted Provision (Group)	Targeted Provision (Group)	Targeted Provision (Group)
<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● Speech and Language support groups ● Talk Boost/ Early Talk Boost ● Lego Therapy ● Social communication groups ● Use of communication cards/ picture cards ● Extended transition for vulnerable pupils ● Attention and Listening groups 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● In-class TA support for English ● In-class TA support for maths ● RWInc ● Fresh Start ● Maths interventions ● Additional guided reading and writing groups and conferencing ● Visual/auditory perception group activities ● Differentiated resources ● Multi-sensory letter work & spelling programmes ● Support for reading comprehension 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● Alternative playtime/ lunchtime provision ● Fine Motor skills programme ● Gross Motor skills programme ● TA support in PE/dance/games ● Differentiated PE resources (spider balls, balloon balls etc.) ● Sports events – additional preparation ● Handwriting intervention 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● Alternative playtime/ lunchtime provision ● Nurture provision ● Supported tables in the dinner hall ● Wellbeing team member to support lunchtime ● Nurture parenting group ● Mindfulness ● Attachment Based Mentoring intervention ● Social and emotional interventions ● Thera-play and Thrive based activities ● Support from pastoral team for children across the school including check ins ● Drawing and talking intervention ● Pupil Passports

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Specialist Provision (Individual)	Specialist Provision (Individual)	Specialist Provision (Individual)	Specialist Provision (Individual)
<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 ● Support from Autism Advocates ● Earlybird/ Earlybird Plus/ Cygnet interventions 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Pre-teaching of class learning ● Reinforcement practice of class learning ● Use of individual ICT programmes targeting learning ● 1:1/ small group support for literacy ● 1:1/ small group support for maths ● Precision Teaching ● RWi 1:1 support ● Accelerated Reader 1:1 support ● List of current and future topic words ● TA support with ISP targets ● Individual arrangements for SATs ● Outside agency advice and support (Educational Psychologist, Mayfield) ● Support for pupils with EAL ● Efficient word processing ● Booster classes ● Dyslexia and Dyscalculia screenings and interventions ● Pupil conferencing ● LA inclusion consultant advice and support 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Intimate Care Plans ● 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 assessments ● Access to enlarged resources ● Awareness of fatigue ● Scribe provided ● Seating arrangements ● Handwriting programme ● Support with Physio/ Occupational Therapy exercises ● Classroom access and adjustment to classroom/school environment. ● Ear defenders/ sensory toys ● Concentrators: tangle toys, fiddle pencils ● Additional transition arrangements 	<ul style="list-style-type: none"> ● ISP outcomes (Reviewed termly) ● EHCP outcomes (Reviewed Annually) ● Support from the wellbeing team ● Behaviour Profiles ● Individual risk assessments ● TA/ MTA support- playtime monitoring ● Individual seating or work station ● Home/ school liaison books ● Daily/ weekly feedback to parents ● Safe spaces ● Calm boxes ● Time with adults to regulate ● Planned use of physical positive handling ● CAMHS involvement and referral ● Enhanced transition ● Bereavement support ● Early Help intervention ● Daily emotional 'check-ins' ● Individual report card system ● School nurse referral/ support ● Monthly Safeguarding meetings ● Referral to attendance officer ● Outside agency advice and support (Educational Psychologist, Chestnut) ● External alternative provision

Curledge Street Academy. School Offer: Reviewed July 2020