

**Curledge Street Academy. School Offer/ Provision Map 2021/22**

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

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<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Sensory and/or Physical</b>	<b>Social, Mental and Emotional Health</b>
<b>Specialist Provision (Individual)</b>	<b>Specialist Provision (Individual)</b>	<b>Specialist Provision (Individual)</b>	<b>Specialist Provision (Individual)</b>
<ul style="list-style-type: none"> <li>● ISP outcomes (Reviewed termly)</li> <li>● EHCP outcomes (Reviewed Annually)</li> <li>● Individual Speech therapy programmes delivered by Speech therapist and trained TA</li> <li>● Individual visual timetables/ prompts</li> <li>● Individual ICT programmes</li> <li>● Work station</li> <li>● Individual transition programme</li> <li>● Social stories</li> <li>● Outreach speech and language support</li> <li>● Outreach ASD support</li> <li>● Individual risk assessments</li> <li>● Use of social stories</li> <li>● TA and MTA support</li> <li>● Support from Autism Advocates</li> <li>● Earlybird/ Earlybird Plus/ Cygnet interventions</li> </ul>	<ul style="list-style-type: none"> <li>● ISP outcomes (Reviewed termly)</li> <li>● EHCP outcomes (Reviewed Annually)</li> <li>● Pre-teaching of class learning</li> <li>● Reinforcement practice of class learning</li> <li>● Use of individual ICT programmes targeting learning</li> <li>● 1:1/ small group support for literacy</li> <li>● 1:1/ small group support for maths</li> <li>● Precision Teaching</li> <li>● RWi 1:1 support</li> <li>● Accelerated Reader 1:1 support</li> <li>● List of current and future topic words</li> <li>● TA support with ISP targets</li> <li>● Individual arrangements for SATs</li> <li>● Outside agency advice and support (Educational Psychologist, Mayfield)</li> <li>● Support for pupils with EAL</li> <li>● Efficient word processing</li> <li>● Booster classes</li> <li>● Cognitive assessments</li> <li>● Pupil conferencing</li> <li>● LA inclusion consultant advice and support</li> </ul>	<ul style="list-style-type: none"> <li>● ISP outcomes (Reviewed termly)</li> <li>● EHCP outcomes (Reviewed Annually)</li> <li>● Intimate Care Plans</li> <li>● Health Care Plans</li> <li>● Support from TA/ MTA</li> <li>● Gross and fine motor skills intervention</li> <li>● Outreach support for Physical Disabilities</li> <li>● Support and advice from the school nurse</li> <li>● Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc.</li> <li>● TA support/ monitoring at lunchtimes</li> <li>● Individual planning and arrangements for transition</li> <li>● Outside agency advice and support: Physiotherapist, Occupational Therapist, Hearing Impairment, Visual Impairment</li> <li>● Individual risk assessments</li> <li>● Access to enlarged resources</li> <li>● Awareness of fatigue</li> <li>● Scribe provided</li> <li>● Seating arrangements</li> <li>● Handwriting programme</li> <li>● Support with Physio/ Occupational Therapy exercises</li> <li>● Classroom access and adjustment to classroom/school environment.</li> <li>● Ear defenders/ sensory toys</li> <li>● Concentrators: tangle toys, fiddle pencils</li> <li>● Additional transition arrangements</li> </ul>	<ul style="list-style-type: none"> <li>● ISP outcomes (Reviewed termly)</li> <li>● Behaviour Profiles (Reviewed termly)</li> <li>● EHCP outcomes (Reviewed Annually)</li> <li>● Support from the wellbeing team</li> <li>● Individual risk assessments</li> <li>● TA/ MTA support- playtime monitoring</li> <li>● Individual seating or work station</li> <li>● Home/ school liaison books</li> <li>● Daily/ weekly feedback to parents</li> <li>● Safe spaces</li> <li>● Calm boxes</li> <li>● Time with adults to regulate</li> <li>● Planned use of physical positive handling</li> <li>● CAMHS involvement and referral</li> <li>● Enhanced transition</li> <li>● Bereavement support</li> <li>● Early Help intervention</li> <li>● Daily emotional 'check-ins'</li> <li>● Individual report card system</li> <li>● School nurse referral/ support</li> <li>● Monthly Safeguarding meetings</li> <li>● Referral to attendance officer</li> <li>● Outside agency advice and support (Educational Psychologist, Chestnut, Mental Health Support Team)</li> <li>● External alternative provision</li> </ul>

**Curledge Street Academy. School Offer: Reviewed July 2021**