

## Upwell Academy Provision map of interventions

The following range of provision is available to support children, including those with SEND. Please read this document in conjunction with the school's information report and our SEND EMAT Policy.

<b>Teacher support</b>	
<b>Provision</b>	<b>Definition/intervention</b>
<b>Planning and assessment</b> <ul style="list-style-type: none"> <li>• Strategy sheets with individual targets</li> <li>• Grey intervention book (purple box)</li> <li>• Pupil progress meetings</li> <li>• Regular review of targets with parents and child (at least three times a year)</li> <li>• Provision maps- stating the extra provision that a child might be receiving</li> <li>• SEND surgery</li> <li>• Concern for SENDco forms</li> <li>• Assess, plan, do, review cycles</li> </ul>	<b>Strategy sheets with individual targets</b> Each child with additional needs has a strategy sheet including strategies to use, provisions in place, termly assessments and targets. <b>Grey intervention book</b> Grey intervention books are used to track when a child has attended an intervention. <b>Pupil progress meetings</b> Pupil progress meetings happen once a term. <b>Regular review of targets</b> The Strategy sheets (along with targets) are reviewed three times a year at least, more often if necessary, with parents. <b>Provision maps</b> Provision maps show which children attend which interventions. <b>SEND Surgery</b> Meeting with the SENDco and other professionals to discuss children with SEND. <b>Concern for SENDco forms</b> These forms are used by teachers to inform the SENDco of a concern they have for a child in their class. <b>Assess, plan, do, review cycles</b> A document which tracks the provision and interventions for each child with SEND.
<b>Cognition and Learning</b>	
<b>Strategies to support/develop literacy inc. Speaking and listening, Reading</b> <ul style="list-style-type: none"> <li>• Small Group Phonic work</li> <li>• 1:1 reading work</li> <li>• Toe by Toe</li> <li>• Beat Dyslexia</li> </ul>	<b>Small Group Phonic work</b> Children have regular phonics interventions, this includes children across the school. <b>1:1 reading work</b> Children are read with as regularly as possible at school by an adult <b>Toe by Toe</b>

<ul style="list-style-type: none"> <li>• Nessy</li> <li>• Clicker 7</li> <li>• Use of voice recorder to play back sentences</li> <li>• PiXL therapies</li> <li>• Speech and language therapy</li> <li>• Small group work within class</li> <li>• Differentiated groupings depending on the learning intention- these groupings will change depending on individual children's skills.</li> <li>• Group work with a teacher once a week- range of groupings higher achievers/lower achievers.</li> </ul>	<p>Dyslexia intervention programme</p> <p><b>Beat Dyslexia</b> A programme that fills gaps in previous sound/phonics knowledge</p> <p><b>Nessy</b> A programme which supports reading and spelling</p> <p><b>Clicker 7</b> Computer programme to support writing</p> <p><b>Voice recorder</b> For children to use when writing</p> <p><b>PiXL therapies</b> English and maths intervention programme</p> <p><b>Speech and language therapy</b> Delivered by two trained TA's to individual children as appropriate</p> <p><b>Small group work within class</b> An adult works with a small group during a lesson.</p> <p><b>Differentiated groupings/differentiation depending on the learning intention- these groupings will change depending on individual children's skills.</b> Groups are generated by the teacher based on their assessments.</p> <p><b>Group work with a teacher- range of groupings higher achievers/lower achievers.</b> Teacher works with a small group during a lesson.</p>
<p><b>Strategies to support/develop maths</b></p> <ul style="list-style-type: none"> <li>• First Class Maths</li> <li>• Small group work within class</li> <li>• Differentiated groupings depending on the learning intention- these groupings will change depending on individual children's skills</li> <li>• Group work with a teacher once a week- range of groupings higher achievers/lower achievers.</li> </ul>	<p><b>First Class Maths</b> Maths intervention programme delivered by trained TAs.</p> <p><b>Small group work within class</b> An adult works with a small group during a lesson.</p> <p><b>Differentiated groupings depending on the learning intention- these groupings will change depending on individual children's skills</b> Groups are generated by the teacher based on their assessments.</p> <p><b>Group work with a teacher- range of groupings higher achievers/lower achievers.</b> Teacher works with a small group during a lesson.</p>
<p><b>Communication and Interaction</b></p>	
<p><b>Strategies/programmes to support speech and language</b></p> <ul style="list-style-type: none"> <li>• Interventions from a Speech and Language Therapist</li> </ul>	<p><b>Interventions from a Speech and Language Therapist</b> As appropriate</p> <p><b>Delivery of a planned Speech and Language Programme from a teaching assistant e.g. Eklan and East coast Community training</b></p>

<ul style="list-style-type: none"> <li>• Delivery of a planned Speech and Language Programme from a teaching assistant</li> <li>• Training for staff eg Eklan</li> <li>• Training from Speech and Language Therapist</li> </ul>	<p>As appropriate</p> <p><b>Training from Sp and Lang Therapist</b></p> <p>When a speech and language therapist comes to work with a child a TA attends so they can repeat the activity with the children on a regular basis.</p>
<p><b>Access to a supportive environment</b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of strategies and vocabulary</li> <li>• Specialist equipment to access the curriculum e.g. own laptop</li> <li>• Prompt and reminder cards to support organisation</li> <li>• Work stations</li> <li>• Time out/safe spaces</li> </ul>	<p><b>Pre-teaching</b></p> <p>Children are taught vocabulary for their next topic in a small group prior to it being introduced in the class this is designed to help children to access the learning in the classroom and support them with their understanding.</p> <p><b>Specialist equipment to access the curriculum e.g. own laptop</b></p> <p>ATT for one child. Speaker for child with hearing impairment</p> <p><b>Prompt and reminder cards to support organisation</b></p> <p>Laminated cards for individual children</p> <p><b>Work stations</b></p> <p>Individual work boards for appropriate children. Could include visual timetable, now and next boards, behaviour reminders etc.</p> <p><b>Time out/safe spaces</b></p> <p>Available to all children when appropriate</p>
<p><b>Provision to facilitate/support access to the curriculum</b></p> <ul style="list-style-type: none"> <li>• Small group support from the classroom teaching assistant</li> <li>• 1:1 support in the classroom from a teaching assistant</li> <li>• Specialist equipment</li> <li>• Use of personalised curriculum</li> </ul>	<p><b>Small group support from the classroom teaching assistant</b></p> <p>An adult works with a small group during a lesson.</p> <p><b>1:1 support in the classroom from a teaching assistant</b></p> <p>An adult works with one child during a lesson.</p> <p><b>Specialist equipment</b></p> <p>Sound field system, individual laptops,</p> <p><b>Use of personalised curriculum</b></p> <p>Individualised as appropriate</p>
<p><b>Emotional, Social and Mental Health</b></p>	
<p><b>Strategies/support to develop independent learning</b></p> <ul style="list-style-type: none"> <li>• Use of work stations in classroom</li> <li>• Use of visual timetables and checklists</li> <li>• Pre teaching of vocabulary and content</li> <li>• 'Chunking' activities</li> </ul>	<p><b>Use of work stations in classroom</b></p> <p>Individual work boards for appropriate children. Could include visual timetable, now and next boards, behaviour reminders etc.</p> <p><b>Use of visual timetables and checklists</b></p> <p>To support organisation</p> <p><b>Pre teaching of vocabulary and content</b></p> <p>Before the lesson children are taught specific vocab or content they may not understand to enable them to access the lesson.</p> <p><b>'Chunking' activities</b></p> <p>Giving instructions, questions or activities in small 'chunks' so as they are easier to process.</p>

<p><b>Strategies to support/modify behaviour</b></p> <ul style="list-style-type: none"> <li>• Use of the school's behaviour policy</li> <li>• Social skills and behaviour groups (nurture)</li> <li>• Circle time</li> <li>• Individualised lunchtimes</li> <li>• Individual behaviour plans</li> <li>• Risk reduction Plan</li> </ul>	<p><b>Individualised Lunchtimes</b> Sometime children find lunchtimes very difficult so systems and strategies are put into place to support the children. Children may go in to lunch early, may have a staggered lunchtime, activities not with all the other children. Individual children's needs are taken into account.</p> <p><b>Individual Behaviour Plans (IBP's)</b> Use to support children with significant behaviour issues and ensure consistency between staff. IBP's will be shared with parents and strategies discussed.</p> <p><b>Risk reduction Plan</b> Use to support children with significant behaviour issues and ensure consistency between staff. Aimed at strategies to prevent issues occurring and support children both in class and in playground.</p>
<p><b>Social skills programmes/support including strategies to enhance self esteem</b></p> <ul style="list-style-type: none"> <li>• Social Skills Activities: Time to Talk</li> <li>• Lego Therapy</li> </ul>	<p><b>Social skills activities: Time to Talk</b> Small groups will work alongside an adult to develop their social skills, attention and listening skills.</p> <p><b>Lego Therapy</b> This is a group aimed at helping children with social interaction, taking on different roles and turn taking. Children work together as part of a group under the guidance of an adult to complete a Lego model. Each week they have a different role so that they each will have experienced the different aspects of the group.</p>
<p><b>Strategies to reduce anxiety/promote emotional well being (including communication with parents)</b></p> <ul style="list-style-type: none"> <li>• Behaviour diaries</li> <li>• Restorative approach</li> <li>• Calming down techniques</li> <li>• Comic strip</li> <li>• Time out cards</li> <li>• Home school contact books for individual children.</li> <li>• 1:1 sessions</li> </ul>	<p><b>Behaviour diaries</b> For an adult or child to fill out after there has been an issue, identifying what caused the issues, what options should've been taken, the feelings of others etc.</p> <p><b>Restorative approach</b> After an incident all children are given opportunity to explain what has happened and apologies and consequences given appropriately.</p> <p><b>Calming down techniques</b> Individualised.</p> <p><b>Comic strip</b> Draw pictures of incident and discuss where the incident could've been avoided.</p> <p><b>Time out cards</b> Three cards to be used throughout the day when appropriate</p> <p><b>Home school contact books for individual children</b> Written in daily by teacher and sent home each day to inform parents/carers of what has happened that day (both positive and negative comments can be made).</p>

	<b>1:1 sessions</b> Time with a mental health first aid trained adult.
<b>Support/supervision at unstructured times of the day including personal care</b> <ul style="list-style-type: none"> <li>• Named lunchtime supervisor</li> <li>• Extra adults to support particular children</li> <li>• Visual timelines used at lunchtime to structure playtimes</li> <li>• Personalised playtimes</li> <li>• Assisted transitions</li> </ul>	<b>Named lunchtime supervisor</b> <b>Extra adults to support particular children</b> 1:1 during lunchtime <b>Visual timelines used at lunchtime to structure playtimes</b> Some children have time indoors with a child of their choice. <b>Personalised playtimes</b> Children may have a staggered playtime where they spend some time outside and some inside with an adult. <b>Assisted transitions</b> Some children to go either before or after others to avoid incidents in corridors.
<b>Mentoring activities</b> <ul style="list-style-type: none"> <li>• Use of learning/talk partners</li> <li>• Peer mentors</li> <li>• Buddies</li> <li>• Shared reading</li> </ul>	<b>Use of learning/talk partners</b> Used within lessons <b>Peer mentors/Buddies</b> Lunchtime buddies to support younger children <b>Shared reading</b> Children from KS2 read with children from EYFS and KS1.
<b>Sensory and Physical</b>	
<b>Medical interventions</b> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication</li> <li>• Provision of aids and resources to support learning</li> <li>• Individual support plans for children with specific needs</li> </ul>	<b>Strategies for the use of personal medication</b> Individual protocols for children with significant medical needs and allergies <b>Provision of aids and resources to support learning</b> Wobble/fiddle cushion, fiddle toys, ear defenders etc. <b>Individual support plans for children with specific needs</b> 1:1 support if required
<b>Strategies/programmes to support Occupational Therapy and Physiotherapy needs</b> <ul style="list-style-type: none"> <li>• Interventions from an Occupational Therapist</li> <li>• Sensory Circuits</li> </ul>	<b>Interventions from an Occupational Therapist/Physiotherapist</b> Delivery of planned Occupational Therapy/Physiotherapy programme by teaching assistant <b>Sensory Circuits</b> -Daily activities taken from occupational therapist reports. These can be delivered at any point in the day but there is a structured group run from 9.00-9.30 daily.
<b>Parental Involvement</b>	
<b>Liaison/communication with professionals/parents, attendance at meetings and preparation reports</b> <ul style="list-style-type: none"> <li>• Person Centred reviews linked to children who have an Education Health and Care Plan</li> </ul>	<b>Person Centred reviews linked to children who have an Education Health and Care Plan</b> Strategy sheets, APDR and one page profiles. <b>Liaison with a wide range of professionals</b> EPSS/EHCP coordinator, speech and language therapists etc.

<ul style="list-style-type: none"> <li>• Liaison with a wide range of professionals</li> <li>• Regular progress meetings with parents</li> <li>• Explanation of professionals reports to parents</li> <li>• Longer parents evenings</li> </ul>	<p><b>Regular progress meetings with parents</b> Meetings to update strategy sheets, meetings on parents request, regular parents evenings etc.</p> <p><b>Explanation of professionals reports to parents</b> On request</p> <p><b>Longer parents evenings-</b> On request</p>
<p><b>External Agencies- also see Norfolk Local Offer</b></p>	
<p><b>External Agencies/other professionals used to support in school</b></p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist/TA</li> <li>• Educational Psychologist</li> <li>• Specialist Teachers</li> <li>• Occupational Therapist/ Physiotherapist</li> <li>• Play Therapist</li> <li>• ASD specialists</li> <li>• ATT (access through technology)</li> </ul>	<p><b>Speech and Language Therapist</b> Our local speech and language team works in school on a regular basis with targeted children. We also have trained speech and language TAs who work with specific children.</p> <p><b>Educational Psychologist</b> An Educational Psychologist would visit the school to work with a child if a referral for an individual child has been made.</p> <p><b>Specialist Teachers</b> The school has a link Specialist teacher who visits the school to offer advice, assessment and support for the children, school and families. There is a termly planning meeting. A range of other specialist teachers also visit school to support with specific learning and behaviour difficulties. This is on the request of school in liaison with parents.</p> <p><b>Occupational Therapist/ Physiotherapist</b> They work alongside school to suggest activities to support children with co-ordination and physical needs.</p> <p><b>Play Therapist</b> The play therapist visits once a week to see individual children.</p> <p><b>ASD (Autistic Spectrum Disorder) specialists</b> ASD specialists visit the school is there is a referral for an individual child.</p> <p><b>ATT</b></p>