

## Ansford Academy Provision Map

Other policies and guidance most relevant to this provision map are:

- SEN policy
- SEN report

Area of Need	Universal whole school provision as per SEN Code of Practice (2014)	Targeted Intervention and Provision Wave Two	Specialist Intervention and Provision Wave Three
<b>Communication and Interaction</b>	<p>Regular training and CPD for teachers to support children with specific and/or complex needs</p> <p>All students' progress monitored and analysed using class data</p> <p>Differentiated lessons according to students' ability and learning styles with classroom strategy guides for teaching staff</p> <p>Universal Classroom strategies</p> <p>Visual prompts and aids across the curriculum, which are subject specific</p> <p>Pastoral support from tutors and Heads of Year</p> <p>Careers advice to support transition for Year 11 to further education</p> <p>Transitional visits and meetings with key staff to support transition for Year 6</p> <p>Extra-curricular clubs and opportunities</p> <p>Use of technology in lesson as normal way of working for extended writing</p> <p>Assessments to identify for potential Exam concessions and additional area of support in KS3</p>	<p>Key Worker allocated</p> <p>Student passport circulated to all teachers and support staff</p> <p>Targeted support to complete application process for transition for Year 11 to further education</p> <p>Access to Autism trained staff during social times and before school</p> <p>Speech and Language assessment referral if appropriate</p> <p>Forest School</p> <p>Social and Communication group</p> <p>Access to Trust wide Neurodiversity Specialist staff</p>	<p>Personalised Language and Communication intervention</p> <p>Assessment by Educational Psychologist with advice</p> <p>Referral to outside agency, as appropriate such as OT and SAS</p> <p>Transition sessions to understand expectations of new settings and prepare for changes</p> <p>Transitional visits and meetings with key staff to support transition for Year 11 to further education</p> <p>Quality Teaching Assistant support in class</p>

Area of Need	Universal whole school provision as per SEN Code of Practice (2014)	Targeted Intervention and Provision Wave Two	Specialist Intervention and Provision Wave Three
<b>Social, Emotional and Mental Health</b>	<p>Regular training and CPD for teachers to support children with specific and/or complex needs</p> <p>All students' progress monitored and analysed</p> <p>Differentiated lessons according to students' ability and learning styles with classroom strategy guides for teaching staff</p> <p>Classroom strategies</p> <p>Staff presence around the school during structured and unstructured times of the day</p> <p>Access to a quiet space during unstructured times</p> <p>High expectations of behaviour</p> <p>All behaviour recorded and tracked on system</p> <p>PSHE Curriculum</p> <p>Transitional visits and meetings with key staff to support transition for Year 6</p> <p>Access to the school nurse</p> <p>Extra-curricular clubs and opportunities</p> <p>GL Exact Assessments to identify for potential Exam concessions and additional area of support in KS3</p> <p>Pastoral support from form tutors and Head of Years</p>	<p>Key Worker allocated (Pastoral)</p> <p>Referral to school ELSA</p> <p>Advice from Educational Psychologist</p> <p>Break and lunchtime provision</p> <p>Forest School</p> <p>Student passport circulated to all teachers and support staff</p> <p>ELSA</p>	<p>Referral to counselling service</p> <p>Referral to CAMHS</p> <p>Referral to alternative provision</p> <p>Referral to outside agencies Educational Psychologist involvement</p> <p>Young Carers</p> <p>Referral to Mental Health Support</p> <p>Quality Teaching Assistant support in class</p>
Area of Need	Universal whole school provision as per SEN Code of Practice (2014)	Targeted Intervention and Provision Wave Two	Specialist Intervention and Provision Wave Three
<b>Cognition and Learning</b>	<p>Regular training and CPD for teachers to support children with specific and/or complex needs</p> <p>All students' progress monitored and analysed</p> <p>Differentiated lessons according to students' ability and learning styles with classroom strategy guides for teaching staff</p> <p>Literacy Lead</p> <p>Extra-curricular clubs and opportunities</p>	<p>Key Worker allocated</p> <p>Student passport circulated to all teachers and support staff</p> <p>Internal Literacy Assessment</p> <p>Internal Dyslexic Screen</p> <p>Handwriting support</p> <p>Forest School</p> <p>Assessment for Access: Arrangements for exams which may include extra time, reader, scribe, use of laptop</p>	<p>Assessment by Educational Psychologist with advice</p> <p>Referral to outside agency, as appropriate</p> <p>Quality Teaching Assistant support in class</p>

	<p>GL Exact Assessments to identify for potential Exam concessions and additional area of support in KS3</p> <p>Pastoral support from form tutors and Head of Year</p> <p>GI Reading Assessments</p> <p>Reading wise programme</p> <p>Coloured overlays</p> <p>Use of technology in lesson as normal way of working</p> <p>Classroom strategies</p>		
<b>Area of Need</b>	<b>Universal whole school provision as per SEN Code of Practice (2014)</b>	<b>Targeted Intervention and Provision Wave Two</b>	<b>Specialist Intervention and Provision Wave Three</b>
<b>Sensory/ Physical</b>	<p>Regular training and CPD for teachers to support children with specific and/or complex needs</p> <p>All students' progress monitored and analysed</p> <p>Classroom strategies</p> <p>Differentiated lessons according to students' ability and learning styles with classroom strategy guides for teaching staff</p> <p>Interactive whiteboards in classrooms</p> <p>Pen and pencil grips</p> <p>Use of technology in lesson as normal way of working</p> <p>Extra-curricular clubs and opportunities</p> <p>Accessible facilities</p> <p>GL Exact Assessments to identify for potential Exam concessions and additional area of support in KS3</p> <p>Pastoral support from form tutors and Head of Year</p>	<p>Key Worker allocated</p> <p>Transitional visits and meetings with key staff to support transition for Year 6</p> <p>Targeted support to complete application process for transition for Year 11 to further education</p> <p>Forest School</p> <p>Sensory circuits &amp; Proprioceptive activities</p> <p>Fine and Gross motor interventions</p>	<p>Student passport with strategies circulated to all teachers and support staff</p> <p>Resources for Occupational therapy/physiotherapy activities (Sensory room access)</p> <p>Quality Teaching Assistant support in class</p>