

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

	<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>		
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
Sensory/ Physical	<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 & 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>