



Southam St James CofE Academy

Whole School Provision Map – Four Areas



Provision Map: Social, Emotional and Mental Health Anxiety, depression, attachment disorder and ADHD / ADD		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality first teaching • Consistent approach by adults • Talk partners • RHE and RSE (RSHE) Curriculum • School values and learning forum • Staff trained in safeguarding • Reward system including team points, shine tokens • Pre-registration soft start to the day (08:45 - 08:45 arrival) • Movement breaks • Monitoring of incidents (CPOMS) • Zones of Regulation • Time to reflect 	<ul style="list-style-type: none"> • Social/Nurture Group • Alternative soft start activities • Playground monitoring • Buddy system • Bespoke home/school communication system • Organisational reminders • Allocated seating • Additional movement/sensory breaks • Zones of Regulation • Differentiation of expectations • Lunchtime club 	<ul style="list-style-type: none"> • Sensory resources • Access to quieter areas in class • Person centred tools • Key adult • 1:1 Zones of Regulation work • Social stories • Individual timetable • Risk assessment • Part-time timetable • Individual Education Plans • Powerpack • External support including: School nursing service, CAMHS, Beacon Schools Specialists, SEND Supported Specialist Teachers, Educational Psychologist



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Provision Map: Sensory and Physical Needs		
Visual impairments, hearing impairments, physical disabilities and sensory disorders		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality first teaching • Regular handwriting practice • Regular fine motor activities (EYFS) • Pencils and scissors tailored to their needs (left or right-handed, disability) • Movement breaks • Opportunities for outdoor learning • Broad PE Curriculum • Suitable seating position in class • Varied background colours on whiteboard • Time to reflect 	<ul style="list-style-type: none"> • Fine motor skills intervention • Additional gross motor skills activities • Support during PE • Wobble cushion • Pencil grip, triangular pencil, pencil with grooves • Writing slope • Ear defenders • Fidget Tools • Additional movement/sensory breaks • Access to a quiet area 	<ul style="list-style-type: none"> • Specialist equipment • Weighted blanket • Resistance band • Sensory resources • Access to quieter areas in class • 1:1 support for PE • Enlarged/adapted texts • Risk assessment • Support from outside agencies e.g. OT • Programme of support planned by outside agency (delivered by school staff) • Emergency evacuation plan • Individual Education Plans



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Provision Map: Communication and Interaction SLCN and ASD (social use of language)

All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Quality First Teaching • Talking partners / group work • Modelling • Clear class expectations (how to communicate) • Structured routines • Visual Timetables • Teachers communicate appropriately to all pupils (adapted as necessary) • Marking relevant to pupils • Teacher modelling tasks / written outcomes 	<ul style="list-style-type: none"> • Social group • Speaking and Listening intervention • Playground support/monitoring • Buddy system • Organisational reminders • Pre-teaching - vocabulary/concepts • Visual prompts • Communication cue cards 	<ul style="list-style-type: none"> • Now and Next board • Time out card • Choice to work independently or with partner / in a group • Mind mapping • Visual coding • Social stories • Support from outside agencies including, SALT, Beacon Schools Specialists, SEND Supported Specialist Teachers, Educational Psychologist • Programme of support planned by outside agency (provided by school staff) • Individual Education Plans



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Provision Map: Cognition and Learning General Learning Difficulties / SpLD Specific Learning Difficulty e.g. dyslexia		
All pupils will have...	Some pupils will have...	A few children will have...
<ul style="list-style-type: none"> • Broad and balanced curriculum • Quality First Teaching • Marking relevant to pupils • Scaffolding • Seating position • Talk partner • Teacher modelling tasks / written outcomes • Concrete and Pictorial representations 	<ul style="list-style-type: none"> • Phonics intervention • Maths intervention • Writing intervention • Reading intervention • Spelling/HFW intervention • Visual prompts and resources • Organisational reminders • Non-negotiable reminders • Now/next board • Additional processing time (accounted for in assessments) • Targeted adult support 	<ul style="list-style-type: none"> • Differentiated curriculum • Individual interventions • Specific resources • Tinted paper / coloured overlays • Scribe • Regular access to ICT • Individualised phonics/spelling mats • Pre-teaching • Individual assessment arrangements • Support from outside agencies including: Beacon Schools Specialists, SEND Supported Specialist Teachers, EP, SALT • Individual Education Plans