



Kings Ash Academy– Provision Map/School Offer - July 2022

A Graduated Approach

The [SEN Code of Practice 2015](#) defines a 'Graduated Approach' as:

“a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.” (SEND CoP Glossary of Terms)

Universal Support			
Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling • Visual timetables • Use of symbols in Early Years • Use of signing (Makaton) in Early Years • Repetition/clarification of instructions • 'Show and tell' / speaking opportunities • Regular and planned liaison with parents 	<ul style="list-style-type: none"> • Repetition/clarification of instructions • Speed Sound, word and number charts, mats, banks etc. • Use of puzzles and games • Illustrated dictionaries • AR - personalised reading scheme • Ensuring appropriate reading material available from other year groups • Weekly spelling lists (phonics led) • Read Write Inc. (levelled groups) • Regular and planned liaison with parents 	<ul style="list-style-type: none"> • Flexible seating arrangements • Age appropriate resources • Construction • Tools and Materials e.g. brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. • Brain break exercises • Sand and water play in Early Years • Provision of left handed equipment • Written signs for class labels in classes • Regular and planned liaison with parent 	<ul style="list-style-type: none"> • Whole school behaviour policy • Positive behaviour strategies • Structured school and classroom routines • Use of puzzles and games • Involvement in after school clubs • Progressive SMSC, PSHE, SRE curriculum • Play leaders available to support • Visual timetables • Use of symbols • Use of first hand experiences to stimulate learning • Regular and planned liaison with parent
Small Group Support			
<ul style="list-style-type: none"> • Speech and Language support groups • Social communication groups • Extended transition – vulnerable pupils • Increased use of visual, models and resources 	<ul style="list-style-type: none"> • In-class TA support for English • In-class TA support for Maths • Differentiated resources • Differentiated output or outcome e.g. use of ICT, fewer sentences • Increased visual aids/modelling etc. • Visual timetables • Use of writing frames • Small group support outside class • Fresh Start (Yrs 4-6) • Small group RWI 	<ul style="list-style-type: none"> • Fine Motor skills programme • Gross Motor skills programme • TA support in PE/dance/games • Differentiated PE resources – spider balls, balloon balls etc. • Sports events – additional preparation • Handwriting intervention • Access to class sensory tool kit / sensory circuits • Small group lunch provision 	<ul style="list-style-type: none"> • Alternative playtime/lunchtime provision • Pastoral support inc: play based approach, social skills, Lego Therapy • Social stories • Emotion check-ins • Small group lunch provision

Individual Support

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> ● Individual targets ● Individual Speech therapy programmes – delivered by Speech therapist and trained TA (i.e. attention builders/bucket of surprises) ● Individual visual timetable / schedule ● Work station for part of the day ● Individual transition programme ● Social stories ● Outside agency advice ● Outreach speech and language support ● Use of communication cards/ picture cards. ● Use of Makaton / visual communication cards / pecs 	<ul style="list-style-type: none"> ● Individual targets ● Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording ● Task planner / tasks broken down ● Pre-teaching of class learning ● Reinforce class learning (1:1 practise) ● One to one support for English and Maths outside class. ● 1:1 RWI/ Toe-by-toe intervention ● 1:1 support part of day/daily ● Individual workstation ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Individual arrangements for tests/SATs ● Additional planning and arrangements for transition 	<ul style="list-style-type: none"> ● Provision of specialist equipment – ICT, sloping board, pencil grips, special cushion, triangular pencils, different types of scissors etc ● Multi-sensory equipment ● Fine motor/handwriting intervention ● TA support/monitoring at lunchtimes ● Individual planning and arrangements for transition through school day ● Outside agency advice (physiotherapist, OT, hearing impairment, visual impairment and habilitation services) ● Individual risk assessment ● Individual intimate care plan ● Access to enlarged resources ● Awareness of fatigue ● Scribe provided ● Seating arrangements (r-handed, l-handed etc) ● Physio/OT input ● Support with school/classroom access ● Adjustment to classroom/school environment. ● Ear defenders ● Intimate care plan ● Additional transition arrangements to new class/school ● Access to sensory rooms ● Sensory breaks 	<ul style="list-style-type: none"> ● Individual Behaviour Support Plan ● Individual risk assessments ● Positive reward chart ● Special responsibilities ● Emotion check-ins (visual/verbal) ● Social stories ● Draw and talk intervention ● Playtime monitoring ● Input from pastoral support team ● Access to a safe space ● Nurture Provision ● Home school liaison book ● Weekly feedback to parents ● Bereavement support ● Additional transition arrangements ● Internal seclusion (with adult support) ● Team Teach strategies employed ● MHST/CAMHS involvement and referral ● Daily 'check-ins' from named adult ● Referral to family support worker ● Early Help intervention ● Referral to attendance officer ● Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut) ● Part-time timetable ● Alternate provision - for part of the day ● Educated other than at school