

Cross Farm Provision Map 2023-24



Through this Provision Map we have outlined a range of support that some of the children in our academy may require during the school year, though this may be adjusted to cater for changing needs and it is provided subject to budgetary constraints. The Provision Map is split into the four categories of need as outlined in the Code of Practice 2014 ([Communication & Interaction](#), [Cognition & Learning](#), [Social, Emotional & Mental Health](#), [Sensory & Physical](#)). It follows a graduated response approach, in line with the Surrey Profile of Need.

Universal

Inclusive High Quality Teaching for **all** children

Universal describes high-quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND.

Targeted provision describes specific, additional and time-bonded interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. This support/intervention is targeted to children who are not making the expected progress through the universal provision. Some children's needs may also be being supported through involvement of external agencies. Children may be on the SEND Register at SEND Support level (in line with Surrey, this may be School SEND Support or Specialist SEND Support).

Targeted provision

Additional support/interventions to enable children to 'catch-up' and reach age related expectations

Personalised provision

Additional and highly personalised provision to enable access to the curriculum

Personalised provision describes targeted provision that is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress and/or enable children to achieve their potential. This may include one-to-one or specialist interventions. Children will be on the SEND Register at either SEND Support level or may require statutory assessment/have an EHCP.

This version of the Provision Map is correct as from September 2023 and may be subject to change. It will be reviewed annually.

Communication & Interaction

[Home](#)

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
Additional processing time Afterschool clubs Breakfast club available each morning providing extended social opportunities (at a low cost) Buddy system Computing equipment (ipads, voice recorders etc) Differentiated planning Drama activities Embedded Values education Group work Key words/word banks Lunchtime clubs Modelled interaction Modelled speech/language PSHCE lessons School trips School council Sequencing activities Simplified language Structured school and class routines Talk partners Targeted questioning Transition support from EY-KS1 and KS1-2 Visual class timetable/aids in classrooms Whole class circle time	ELKLAN (Speech & language support) Emotional Literacy Support through our trained assistant (ELSA) Language for thinking resources Listening skills group Nurture group (lunchtime social skills & self-esteem group) Personalised visual timetable/resources Pre-teaching Social skills group Socially speaking programme Talk Boost Wellcomm	Early Help assessment Makaton Outreach support (e.g. Freemantles) Personalised individual timetables/resources Regular speech and language therapy Specialist ICT equipment Structured speech and language programmes Targeted intervention and regular consultation outside agencies including <ul style="list-style-type: none"> - Educational Psychologist (EP), - GP/paediatrician - Specialist Teachers for Inclusive Practice (STIPS) - Speech and Language Therapy (SALT) Widget

Cognition & Learning

[Home](#)

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>1:1 reading with an adult A broad a balanced curriculum with carefully differentiated learning Challenging learning opportunities Classrooms are well organised leading to independence for children CPD for staff Coloured overlays Dictionaries and word mats Effective feedback and marking Feedback to parents at least termly Fix-its Guided learning ICT is used to enhance and support learning Learning displays Modelling of skills Non-white computer display screens where possible Paper handouts of on-screen text Peer and self-assessment Pitched questioning Pre-teaching Real life context to learning Regular home learning Regular opportunities to edit learning Regular planned and unplanned monitoring of teaching and learning Rigorous tracking and analysis of data Strategies for ASD, ADHD, SpLD, SALT Targeted additional adult support Task boards Termly Pupil Progress meetings Variety of teaching strategies used daily Visual timetables</p>	<p>Additional access to ICT resources Additional assessment by SENCO/outside agencies Additional visual aids/resources (including task boards, check lists, prompt cards) Booster groups for core subject learning Daily reading in school and support choosing appropriate books Phonological Awareness Training (PAT) Precision teaching Pre-teaching Targeted adult support in lessons</p>	<p>Additional equipment Additional training for staff to be able to deliver specific programmes Colourful Semantics Directed additional adult support time to access curriculum Early Help Assessment Precision teaching Regular involvement and support/interventions from outside agencies (i.e. STIPS, EP, SALT, OT) Regular meetings with parents and class teacher/SENCO SEND SAP and OPP written and reviewed termly with parents</p>

Social, Emotional & Mental Health

[Home](#)

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Assembly's reinforce positive values and behaviour Children elect peers to roles of responsibility including the School Council and Playground Pals Circle time held weekly in every class Class and celebration assemblies Class visual timetable Clearly identified school values Emotional/social resources Incident logs (ABC format) Open door policy with regular feedback to parents Poor/late attendance monitored Positive reinforcement of expectations with visual reward system in each classroom PSHCE curriculum Risk management/action plans Safeguarding policy followed by all staff rigorously Staff are trained in Team Teach Structure school and class routines Talking partners Time out Time to talk/Bubble time/worry box Timers Up-to-date safeguarding training for all staff Whole school behaviour policy</p>	<p>Additional support at playtime Direct IWO involvement ELSA groups and 1:1 Individual reward system Individual Social Stories Lunchtime club (social skills & self-esteem) Social skills groups Time to talk Transition support</p>	<p>1:1 Emotional Literacy Programme (ELSA) Autism strategies (e.g. Workstation & TEACCH) CAMHS Focused transition support Home-School book Individual behaviour plan (separate or included in SEND SAP) Individual reward system Outreach support Referral to CAMHS Social stories Targeted work from outside agencies (i.e. STIPS, EP)</p>

Sensory & Physical Needs

[Home](#)

Universal High-Quality Teaching for ALL children	Targeted Provision Catch up/additional provision for some children	Personalised Provision High level of personalised provision for few children
<p>Adapted resources – large font, coloured paper & overlays etc</p> <p>Adaption to the classroom (when appropriate)</p> <p>Additional training for staff provided to meet physical needs as appropriate</p> <p>Appropriate seating for all</p> <p>Carpet spaces</p> <p>Disabled ramps</p> <p>Disabled toilet facilities</p> <p>Educational visits away from the school site are carefully planned to ensure all children can access them</p> <p>Fine motor skill activities such as – peg boards, putty, cutting etc</p> <p>Gross motor skill development promoted in EYs and through PE curriculum</p> <p>Medical support</p> <p>Physical skills are developed through the PE curriculum and clubs</p> <p>Staff are trained in basic first aid</p> <p>Suitable equipment such as pencil grips, scissors etc</p>	<p>Additional handwriting support</p> <p>Additional movement breaks</p> <p>Carpet spots/cushions</p> <p>Enlarged texts</p> <p>Fiddle tools</p> <p>Fine motor groups/1:1 support using OT resource pack activities and specific programmes (e.g. Finger gym, Write dance, Write from the Start, Speed up)</p> <p>Gross motor groups/1:1 using specific programmes and resources</p> <p>Movement and sensory breaks</p> <p>Sensory Circuits</p> <p>Sloping boards for desk</p> <p>Specialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes)</p> <p>Targeted adult support</p>	<p>Directed adult support time to enable access to the curriculum</p> <p>Individual support with self-care/lunchtimes/ Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team)</p> <p>Physical education/school trips</p> <p>Risk assessment and reasonable adjustments made to the learning environment (including day and residential trips)</p> <p>Sensory diet</p> <p>Specialist ICT equipment in school/home</p> <p>Targeted programmes/interventions from outside agencies (i.e. Occupational Therapy)</p>