



Enjoy, Learn, Aspire

Meopham Community Academy Provision Map 2020-21

A : Whole School Response Quality First Teaching	B : Targeted support for Individual and small group short term interventions	C : Personalised Individualised Learning
<p>We aim to make reasonable adjustments to meet the needs of all learners. To do this we follow advice from the Kent Mainstream Core Standards. https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards</p> <p>The School Leadership Team analyses teacher assessment data in order to produce a development plan to meet the needs of all children.</p> <p>Teaching and learning We recognise that the most important way to support all learners is to ensure that all teaching is good or better. To ensure this is the case the following procedures are in place:</p> <ul style="list-style-type: none"> • All staff receive regular, good quality training. • Teaching and learning are closely monitored through lesson observations, book and planning scrutiny, pupil interviews and parent feedback. 	<p>Support staff are given specialist training to support individual needs. The mentor team is made up of staff with specialisms in speech and language, behaviour support and social communication difficulties.</p> <p>Interventions are planned according to the child's needs and recorded on a provision map. Children are given a SMART (specific, measurable, achievable, timed) target at the start of the intervention and progress is assessed at the end. Interventions usually last for 8-10 weeks.</p> <p>The impact of interventions is evaluated by the SENCo three times each year.</p> <p>The following interventions are currently used to support children in the school:</p> <p><u>Interventions to support cognition</u> Pre and post teaching Stride ahead Phonic interventions Units of Sound Nessy Project X Comprehension</p>	<p>Some children need intensive support to be able to make progress. They are given an individualised plan with SMART (Specific, Measurable, Attainable, Relevant and Timed) targets. These plans are reviewed with parents three times each year.</p> <p>If a child needs intensive support, and the provision required to meet this need exceeds the nationally prescribed threshold (£6,000), top up funding may be applied for.</p> <p>A small number of children with complex needs may need an Education and Health Care Plan (EHCP). An EHCP describes the child's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. EHC assessments are made by the local authority. Applications can be made by the parents or the school. If successful the plan is statutory and describes the outcomes, strategies and interventions required to meet the child's needs. EHC Plans are reviewed with parents three times each year.</p>



<ul style="list-style-type: none">• Assessment data is used to track pupil progress• Regular pupil progress meetings are held to review pupil progress. Where, despite good quality teaching, insufficient progress is noticed, interventions are planned to secure their progress. <p>In order to make teaching as inclusive as possible, staff use the following strategies :</p> <ul style="list-style-type: none">• Visual timetables• Task boards/ memory aids for children who need them• Key vocabulary/ word lists / dictionaries available• Coloured backgrounds used when using interactive whiteboards• Concrete examples /objects/ practical equipment to help teach abstract concepts.• Instructions are chunked into simple steps. Visual reinforcements are provided to aid memory and understanding.• Time is given for processing instructions/ questions• Time out tables / work stations• Access to pupil support• Practical resources (pencil grips/coloured overlays/writing slopes/ anti- rock chairs/	<p>Reciprocal reading Building reading stamina <u>Interventions to support social emotional development</u> Social skills interventions Play therapy Lego therapy Sensory circuits Mentoring Support with transition <u>Interventions to support physical development</u> Beam Clever fingers <u>Interventions to support language development</u> Talk boost Individual/ small group speech and language programmes Active listening for active learners</p> <p><u>Medical needs</u> If a child has medical needs a care plan is drawn up by the Medical Needs Coordinator, in consultation with parents.</p> <p>Where more specialist support or advice is needed. Referrals may be sought to specialist services including: LIFT – Local Inclusion Forum Team Community Paediatrics (via GP) Speech and Language</p>	
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<p>wobble cushions/ noise cancelling headphones)</p> <ul style="list-style-type: none">• movement breaks• clear rewards and sanctions• differentiated tasks• access to alternative learning environment• writing frames/ mind-maps• opportunities to record in ways other than writing• opportunities for multi-sensory learning <p>Well-being To support emotional well-being, and good behaviour for learning, we have an effective pupil support team based in the Pine Room.</p> <p>Communication We aim to build trusting relationships with the parents by promoting effective communication through parent consultation meetings, contact books, the SENCo clinic and easy access to the pupil support team via the school office.</p>	<p>Children and Young People's Mental Health Service (CYPMHS) NHS Child and Adolescent Mental Health Services (CAMHS)</p>	
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