



# Folly Hill Infant Academy

## Provision Map 2024-25

Our SEND Policy sets out our vision, values and aims for pupils with additional needs. It clearly states how we identify need and our graduated approach through [curriculum design](#), High Quality Teaching and SEND pathway processes.

The SEND Policy is supported by our SEN Information Report (<https://www.folly-hill.surrey.sch.uk/special-educational-needs>) which explains our implementation of the SEND policy.



Through this Provision Map we have outlined examples of support that some of the children in our academy may access during the school year, though this will be adjusted to cater for changing needs.

Our Universal Provision adopts strategies in line with guidance from [Surrey Ordinarily Available Provision](#).

Some examples of our Universal Provision include

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|---|---|
| Structured school and class routines        | Pre-teaching                              |
| Use of Think, Pair, Share                   | Same day interventions                    |
| Step by step instructions.                  | Visual class timetable/aids in classrooms |
| Explicit teaching of vocabulary             | Visual clarity of slides                  |
| Modelled teaching using metacognitive talk. | Visual cues and prompts                   |
| Making explicit links with prior learning.  | Use concrete and pictorial strategies     |
| Additional processing time                  | Structured school and class routines      |
| Simplified language                         | Adapted resources – large font etc        |
| Cold calling                                | Appropriate seating for all               |
| Working walls                               | Suitable equipment such as pencil grips,  |
| Error tracking, live feedback and marking   | scissors etc                              |

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).

	<b>Targeted Support</b> Catch up/additional provision for some children	<b>Specialist Support</b> High level of personalised provision for few children
	<i>In addition to all support offered within Universal provision</i>	<i>In addition to all support offered within Universal provision &amp; Targeted support.</i>
<b>Communication and Interaction</b>	Emotional Literacy Support Personalised visual timetable/resources Pre-teaching Social skills group Interventions such as Precision Teaching, Booster Groups, Colourful Semantics Communication boards Language for thinking	Makaton PECs Regular speech and language therapy Specialist ICT programmes Targeted intervention and consultation with outside agencies including: <ul style="list-style-type: none"> <li>&gt; Educational Psychologist (EP),</li> <li>&gt; Speech and Language Therapy (SALT)</li> <li>&gt; Specialist Teacher Support (STIPs)</li> <li>&gt; Freemantles outreach support</li> </ul>
<b>Cognition and Learning</b>	Additional access to ICT resources Additional visual aids/resources Daily reading in school Little Wandle Interventions Precision teaching Coloured overlays Colourful Semantics	Specialise equipment as recommended Additional training for staff to be able to deliver specific programmes. Targeted intervention and consultation with outside agencies including: <ul style="list-style-type: none"> <li>&gt; Educational Psychologist (EP),</li> <li>&gt; Specialist Teacher Support (STIPs)</li> </ul>
<b>Social, Emotional and Mental Health</b>	Additional support at playtime Individual reward system Individual social stories Emotional Literacy support Transition support Friendship groups EBSNA support Individual Timetable	1:1 Emotional Literacy Programme Workstation/TEACCH approach Attention Autism Individualised timetables Individual behaviour plan Targeted intervention and consultation with outside agencies including: <ul style="list-style-type: none"> <li>- Specialist Teacher Support (STIPs)</li> <li>- Freemantles outreach support</li> <li>- Primary Mental Health Worker (PMHW)</li> </ul>
<b>Sensory and Physical Needs</b>	Additional movement/regulation breaks Enlarged texts Focus tools Fine motor groups/1:1 support using OT resources and specific programmes Specialist resources (e.g lap weights, move n sit cushions, focus tools, writing slopes)	Individual support with self-care needs identified Risk assessment and reasonable adjustments made to the learning environment (including trips) Sensory diet Specialist ICT equipment Targeted interventions and consultation with outside agencies including: <ul style="list-style-type: none"> <li>&gt; Physical and Sensory Support Service</li> <li>&gt; Physiotherapy,</li> <li>&gt; Occupational therapy</li> </ul>