

Provision Map of Whole School

Area of need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<p>Staff have a sound knowledge of learning development needs and development</p> <p>Resources in the class are appropriate for the age and stage of development of learners</p> <p>All learners have individual schemes of work that take into account their interests, experiences and achievements</p> <p>Staff have high expectations</p> <p>Staff take into account and value learner's linguistic and cultural background. They utilize appropriate resources and equipment.</p> <p>Staff are aware of the learner's learning style</p> <p>Observations are carried out and findings are included in planning for classes and PBS development.</p>	<p>Activities are paced appropriately to ensure learners are able to engage and respond at their own level and staff ensure they give sufficient time to access and process information by enabling them to actively participate.</p> <p>Learner's EHCP and assessment inform daily planning and help to identify where differentiated provision is needed. Learners are grouped with others with similar needs where possible.</p> <p>Schemes of work are updated accordingly to observations and learner's progress. Learner's interests can be used to extend their learning.</p> <p>Learner's individual needs are targeted for differentiated support in all areas.</p> <p>Learners are encouraged to interact physically and make use of space when engaging in outdoor activities and excursions</p>	<p>Staff adopt strategies which support learners' to engage as active rather than passive participants in all activities.</p> <p>Prompts and support are increasingly faded in order to further greater independence</p> <p>Targets for learners to achieve are SMART and include appropriate level of support/resources/strategies. They also include what degree of success is expected.</p> <p>Advice and guidance can be provided from the SENCO and Academic Manager</p> <p>Specialist training and/or advice sought</p> <p>Regular review meetings are held with parents where observations are used to plan next steps</p>

	Staff involve learners in the planning and development of activities to an appropriate degree.		Targeted learning plans detail differentiated provision and strategies and resources needed
Communication and Interaction	<p>Staff promote a rich language environment</p> <p>Staff model language and re-cast learner's speech to extend the language used and/or to model correct speech sound production.</p> <p>Open ended questions are used to stimulate conversation.</p> <p>Staff make use of prompts or elicit information where appropriate</p> <p>Opportunities are created to enable learners to make and communicate their choices</p> <p>Opportunities for listening in quieter environments</p> <p>Staff use a wide range of communication strategies in everyday practice (common and formal gestures, signs, pictures, symbols, Makaton).</p> <p>Opportunities for learner-led activities</p>	<p>Staff modify their language to support learners experiencing delay or difficulty in expressive and/or receptive language</p> <p>Staff plan activities to support specific areas of focus in language with small groups or individuals.</p> <p>Staff offer choices with reduced options to support learners experiencing difficulty making or expressing choices or preferences</p> <p>Signs, symbols, objects and photos are used by staff and within the environment to support specific groups or individuals to develop their expressive/receptive language</p> <p>Staff are supported to use and implement strategies and activities from programmes such as Jolly Phonics</p> <p>Staff seek advice from SLT and Social Communication specialist to advise and implement programme</p>	<p>Staff focus on developing areas or aspects of language advised by therapists/SLT and adopt specific strategies identified. All staff aware of needs of learner to adopt a consistent approach.</p> <p>Staff are involved in the delivery of specific programmes for identified learners.</p> <p>Target learning Plans are devised with advice and guidance from SLT and therapists to be accessible to all staff.</p> <p>Access and advice from SENCO/ Academic Manager/ Educational psychologist/ Director</p>

	<p>Materials are used by SENCO/ Academic Manager to develop staff's knowledge and skill in relation to supporting learner's speech, language and communication development.</p> <p>If required, additional use of bi-lingual support and resources.</p>	<p>development or suggest appropriate interventions for general communication, speech and language development issues.</p>	
<p>Sensory and Physical</p>	<p>All staff, with the lead of the SENCO will use observations to inform, practice and meet learner's individual access requirements.</p> <p>Staff engage in joint planning for an accessible learning environment for all learners.</p> <p>The school provides an accessible physical and sensory environment so that all learners can achieve their potential.</p> <p>Staff provide a language rich environment, encouraging learners to explore it</p> <p>Equipment and resources that interest and challenge are available to be used in a variety of ways.</p>	<p>SENCO meets with team and disseminates relevant information enabling environments to all staff involved in education</p> <p>Plans for activities now include details of differentiation for the individual learner's needs with resources available as required.</p> <p>All staff use observation and reflection as a way of ensuring the environment is suitable for the learner and their physical and sensory needs to not compromise learner's expectations.</p> <p>Additional support provided to encourage increased independence during physical and sensory activities</p> <p>Changes to environment are reviewed and discussed</p>	<p>Delivering of individual access requirements of therapy programmes is supported by specialists</p> <p>Programmes from outside agencies are incorporated into whole setting and delivered throughout the curriculum</p> <p>The school uses specialist knowledge and advice about learner's individual needs to ensure learner's needs can be met in all areas so as to meet their full potential.</p> <p>Specific learning plans are used to focus the learner on specific areas</p> <p>Learning plans are devised with advice/guidance/input from parents, educational psychologist and other relevant professionals</p>

	<p>Learner's encourage to wear appropriate clothing</p> <p>Learner's provided with sufficient space indoors and adequate opportunities to explore outside. A range of facilities and clear space available.</p> <p>The school provides an environment where physical activities can be practiced and learners can enjoy appropriate levels of independence</p> <p>Equipment & storage is clearly labelled</p> <p>Learners have opportunities for creative art work</p>	<p>Calm, quiet areas and sensory rooms available for learners</p> <p>The school makes use of carpets and other facilities to manage noise and reverberation</p> <p>Equipment is labelled in pictures/Makaton sign or graphics</p>	<p>Specialist equipment is used to enable individual learners to their full potential</p> <p>Space is allocated for individual learners</p> <p>Schemes of work focus on specific areas within accessible provision</p> <p>Changes to the environment are reviewed but kept to a minimum</p> <p>Specific needs of individual learners are met</p> <p>Equipment is labelled in pictures/Makaton sign or graphics</p>
<p>Emotional, Behavioural and Social Development</p>	<p>Staff promote a welcoming nurturing and inclusive environment</p> <p>There are establish procedures in place regarding the care of learners</p> <p>All staff have good awareness of the needs and typical characteristics of autistic learners</p>	<p>Staff give support to learners to access all areas of the school provision</p> <p>Staff model interaction and use role play to demonstrate realistic circumstances</p> <p>SENCO and Academic Manager cascade positive behavior strategies to staff</p>	<p>Staff are involved in the delivery of specific programmes and the individual learner's scheme of work.</p> <p>Schemes of work may require revision</p> <p>Staff receive advice and guidance from outside agencies and professionals. Individual targets are set for the learners.</p>

	<p>School has positive behavior strategies in place for each learner as created by the educational psychologist and these are reviewed regularly.</p> <p>Staff ensure a positive environment with specific praise for individual learners</p> <p>Staff encourage learner's self-esteem and reduce anxiety</p> <p>All learners are given opportunity to access activities that promote understanding of emotions and feelings.</p> <p>Learners have access to role play activities to help develop an understanding of feelings</p> <p>Staff plan and create an environment with clear and consistent boundaries for learners to make independent choices and have some control over their own learning</p> <p>Staff demonstrate respect and support to one another</p>	<p>Observations by educational psychologist, Social Communication Specialist and Academic Manager are used to support positive behavior management</p> <p>Visual resources (visual time tables, choice boards, now-next boards) are used throughout the curriculum.</p> <p>Staff regularly carry out environmental audits and make adjustments to routines or environment accordingly in order to meet individual/group needs</p> <p>Records are kept to identify specific triggers or patterns of behavior</p> <p>Positive behavior strategy plan can be devised with consultation with educational psychologist, parents, carers and other specialists</p> <p>Equipment & storage is clearly labelled</p>	<p>Development and behavior is monitored and observed</p> <p>Specific needs of individual learners are met</p> <p>Equipment & storage is clearly labelled</p>
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