

## Clovelly House School Provision Map

YEAR GROUP:	CLASS:	TEACHER:	TERM
<b>Quality teaching</b>	<p>Each pupil has an individualized curriculum package. Teaching staff apply a selection of the following strategies to meet the needs of learners on a day-to-day basis.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>➤ <b>Differentiation:</b> e.g. visual timetables, key vocabulary, ability grouping</li> <li>➤ <b>Assessment for learning:</b> e.g. steps to success, self-evaluations,</li> <li>➤ <b>Behaviour management strategies:</b> e.g. house points, class rules,</li> <li>➤ <b>Inclusive learning strategies:</b> e.g. number lines, modelling work, tasks broken into smaller chunks</li> </ul>		
<b>Emotional Regulation</b>	<p>All staff work towards understanding and supporting pupils with emotional regulation across the school day, including:</p> <ul style="list-style-type: none"> <li>➤ <b>Behaviour management strategies:</b> e.g. house points, class rules,</li> <li>➤ <b>Therapeutic approaches and strategies:</b> e.g. nurture, 'Hidden Curriculum', therapy &amp; counselling</li> </ul>		
<b>Communication</b>	<p>Speech &amp; Language therapist leads on:</p> <ul style="list-style-type: none"> <li>➤ <b>SCERTS:</b> social communication</li> <li>➤ <b>Zones of regulation:</b> emotional literacy</li> </ul>		
<b>Social Skills</b>	<p>All staff trained in therapeutic approaches:</p> <ul style="list-style-type: none"> <li>➤ <b>DDP &amp; PACE</b></li> <li>➤ <b>Therapeutic approaches:</b> Woodland therapy, person-centred therapy, psychotherapy, music therapy, lego/nurture therapy, CBT, art therapy</li> </ul>		

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INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
<b>Phonics</b> Daily intervention delivered by all staff	1:2	20 mins daily			To know age appropriate phonics lists confidently	Using phonics confidently in class		

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<p><b>Reading – closing the gap</b></p> <p>Daily intervention delivered by class teachers</p>	1:1	15 mins daily			To answer questions on green level books with accuracy and confidence	<p>Accelerated progress in reading</p> <p>All children to progress by 6 months in a term</p>		
<p><b>Maths skills</b></p> <p>Maths intervention for children delivered by trained Tutor using X Factor Maths</p>	1:4	3 x 45 mins for 15 weeks			<p>Children to have a solid understanding of number</p> <p>Children to apply this understanding independently in class</p>	<p>Accelerated progress in maths</p> <p>Children in group to progress by 6 months a term</p>		
<p><b>Dyslexia Support</b></p> <p>Planned by Jennifer and delivered by trained staff</p>	1:2	1 x 45 mins weekly			Individual targets set for spelling and reading	Pupils meet targets within the projected time frames		
<p><b>English as second language</b></p> <p>Facilitated by AL and staff fluent in 2<sup>nd</sup> languages</p>	1:1	2 x weekly x 45 mins			<p>Individual targets set to improve English as second language</p> <p>Diversity encouraged</p>	<p>Pupil develops 2<sup>nd</sup> language skills – becomes more fluent</p> <p>Pupils may wish to additional gain qualifications in mother tongue</p>		
<p><b>Occupational therapy group</b></p> <p>Planned by local authority occupational therapist but delivered by trained TA</p>	1:1	2 x 30 mins weekly			Individual targets set on children's individual education plan	These outcomes would be set by the occupational therapist before the group starts		

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<b>Social skills group</b> Intervention delivered by all staff and the school counsellor	1:4	1 x 45 mins weekly			To learn how to respond appropriately when: <ul style="list-style-type: none"> <li>You don't agree with your group</li> <li>You are told to work on something you don't want to</li> </ul>	Children to learn what appropriate responses are when working in a group		
<b>Lego/nurture club</b> Intervention delivered by the trained school support staff	1:4	1 x 45 mins weekly			To learn how to: <ul style="list-style-type: none"> <li>Lead a group</li> <li>Follow instructions</li> <li>Play a supporting role in the group</li> </ul>	Fewer behavioural incidents		
<b>SALT</b> Intervention delivered by the Speech and Language Therapist	1:2	1 x 45 mins weekly			To learn: <ul style="list-style-type: none"> <li>Communication skills</li> <li>Follow instructions</li> <li>Emotional Literacy</li> </ul>	Better able to communicate, fewer incidents of frustration and outbursts		
<b>Psychotherapy</b> Intervention delivered by the psychotherapist To support trauma and attachment difficulties	1:1	1 x 50 mins weekly			To learn: <ul style="list-style-type: none"> <li>To understand own emotions</li> <li>To develop a sense of identity and understanding of self</li> </ul>	Better able to emotionally regulate Better sense of self		

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<b>DDP &amp; PACE</b> Led by the school counsellor Practiced by all staff	All pupils	Across the curriculum			To experience: <ul style="list-style-type: none"> <li>Care and nurture</li> <li>Playfulness</li> <li>Sense of belonging</li> </ul>	Pupils feel more cared for Pupils experience a sense of belonging Pupils invest in the school and their future		
<b>SCERTS</b> Led by the SALT Practiced by all staff	All pupils	Aimed at understanding ASD			Staff to be aware: <ul style="list-style-type: none"> <li>Developmental milestones of typically developing children</li> <li>Developmental challenges for pupils with ASD</li> </ul>	Pupils with ASD receive a more appropriate approach to developing social communication and emotional regulation skills Pupils respond to the approach and make good progress		
<b>Zones of Regulation</b> Led by the SALT and practiced by all staff	All pupils	Aimed at developing emotional literacy			To learn: <ul style="list-style-type: none"> <li>To understand own emotions</li> <li>To express own emotions appropriately</li> </ul>	Pupils are better able to express own emotions, leading to fewer incidents as a result of frustration		
<b>Woodland Therapy</b> Led by trained teacher and offered to all pupils	All pupils	Aimed at developing self regulatory skills and understanding			To learn: <ul style="list-style-type: none"> <li>To develop self-regulatory skills</li> <li>To learn reflection and to use the environment to calm</li> </ul>	Pupils engage in woodland activities and develop better self regulatory skills leading to fewer incidents		