



St Bartholomew's School Provision Map 2021-2022

Through this Provision Map we have outlined a range of support that some of the children in our school 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 as below – universal, targeted, personalised.

Assess plan do review/IEP sheets are updated twice a year for our students who need that level of support. These are written with the children when appropriate and shared with parent/carers either at parent/carer evenings.

Universal Inclusive Quality First Teaching for all children

Universal describes quality first inclusive teaching which considers 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 Additional support/interventions to enable children to 'catch-up' and reach age related expectations

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.

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 K level or may require/have an EHCP.

This version of the Provision Map is correct as from Feb 2022 and may be subject to change. It will be reviewed annually.



Communication and Interaction

Universal Quality First teaching for ALL children	Targeted Provision Catch up /additional provision for some children	Personalised Provision High Level of personalised provision for few children
<ul style="list-style-type: none"> • Additional processing time • Breakfast club • Computing equipment • Access to differentiated learning tasks • Embedded values education • Group work • First, next, last planning sheets • Makaton signs and symbols • PSHSHE Lessons • School Council • Residential trips • School outings • Structured school and class routines • Visual timetables • Talk partners • Targeted questioning • Transition support • Learning styles and types of learning • Just Right programme • Short, concise instructions • Verbal rehearsal 	<ul style="list-style-type: none"> • NELI programme for Bumblebees • Just Right profiles • Social Skills small group • Personalised visual timetables • Lanyards with Just Right cards • Lanyards with Makaton symbols 	<ul style="list-style-type: none"> • Educational Psychologist (Howard Nottingham) • Speech Therapy service support (Grace Dray) • Intensive Speech Therapy Support • Early Years BHISS Team for transition into Bumblebees • Individual Visual Timetables • Bespoke learning curriculum • BHISS Speech and Language Specialist teacher (Melanie Rudkins) • BHISS ACS Specialist Teacher (Rachel Coussens) • Speech and Language programmes delivered by class TA • Targeted intervention and regular consultation with outside agencies



Cognition and Learning

Universal Quality First teaching for ALL children	Targeted Provision Catch up /additional provision for some children	Personalised Provision High Level of personalised provision for few children
<ul style="list-style-type: none"> • Regular reading with adult in small group • 1:1 reading with an adult • A broad, balanced and creative curriculum with carefully differentiated learning that children can access • Opportunities to consolidate and challenge learning as needed – chosen by the child • Resources carefully chosen to support and challenge learning – numicon, whiteboards etc • Slanted slopes, pencil grips • Dictionaries and word mats • Effective feedback and marking • Parents/carers meetings termly • Modelling of skills • Pitched and higher order of questioning • Proximal learning zone teaching • Regular opportunities to assess – hot and cold task method used • Real life context to learning, learning through ‘doing’ • Rigorous tracking and analysis of data • First, Next, Last planning frames • Visual timetables • Variety of teaching strategies employed daily 	<ul style="list-style-type: none"> • Phonics Groups • Numicon Groups • Additional visual aids – bespoke visual timetables • Use of Timers • Dyslexic friendly classrooms • Additional assessment by Inclusion Lead and BHISS • BHISS Literacy support Jo Duke • SNIP programmes • Targeted adult support in lessons 	<ul style="list-style-type: none"> • Additional equipment as identified for specific needs • Additional training for Staff to be able to deliver specific training • Directed additional adult support to access curriculum • Regular involvement and support/interventions from outside agencies – BHISS • Hillpark Outreach support • Touch typing programmes



Social, Emotional and Mental Health

Universal Quality First teaching for ALL children	Targeted Provision Catch up /additional provision for some children	Personalised Provision High Level of personalised provision for few children
<ul style="list-style-type: none"> • Assembly time – reinforce Christian values of love, justice and forgiveness • School Council • Class and Celebration Assembly • Clearly identified School values • Just Right Profile • Sensory Breaks • Transition activities • Regulation stations in classrooms • Positive reinforcement • Golden Time • Class treat days • Birthday own clothes day • Poverty proofing activities • Inclusive – poverty proofing whole school culture • Free sanitary protection • Open door policy • School foodbank • Second hand School uniform free • Behaviour Policy • Safeguarding Policy • 4 Rs of Safeguarding at St Barts • Safeguarding Update annually • Safeguarding Induction for all new staff/volunteers • Cpoms database • Attendance/Lateness monitored 	<ul style="list-style-type: none"> • Independent Attendance Officer support • Nurture Group – measured/ evaluated • Bespoke Behaviour support systems • Sensory Boxes / Green time boxes • Support from BHISS SEMH specialist teacher • Social skills group • Transition support to KS3 • Breakfast club – reduced fee • Referral to CAMHS • Wellbeing Service • Student Play therapist 	<ul style="list-style-type: none"> • Just Right Profile • Regulation stations • Safe spaces – tent/hub • Individual Behaviour/reward chart • Reward time • Sensory breaks- pacing/walking/breathing exercise • Check in and Check out time • Outreach support from BHISS SEMH team • Home –school communication book



Sensory and Physical Needs

Universal Quality First teaching for ALL children	Targeted Provision Catch up /additional provision for some children	Personalised Provision High Level of personalised provision for few children
<ul style="list-style-type: none"> • Adapted resources • Adaptions to the classroom when appropriate • Additional training for staff provided to meet needs • Disabled access to whole school – lift • Disabled toilet facilities • All school trips accessible for all • Fine motor skills activities • IT access/ touch typing opportunities • Gross motor skills taught in PE/ Playtime clubs • Medical support and training • Staff first aid trained • Suitable resources – scissors/ pencil grips/ writing slopes 	<ul style="list-style-type: none"> • Wobble cushions • Ear defenders • Sensory boxes • Slime/playdough as a regulator • Fiddle tooys • Enlarged texts • Small fine motor skills grous • Sensory circuits • Sensory breaks • Targeted adult support 	<ul style="list-style-type: none"> • Directed adult support time to enable access to curriculum • Individual support with self care/ personal hygiene plan • Hillpark Outreach service • Occupational Therapy • Physiotherapy support • School Nurse (Sally Armstrong) • Epipen training • Diabetic management training • Seaside view Child Development referrals • BHISS Sensory Needs Team