



# C A M B R I D G E MATHS SCHOOL

## Ordinarily Available Provision Map

### *Document Control*

Version Number	2
Applicable to	Everyone
Effective date	January 2024
Document Owner	Clare Hargraves

	<b>Ordinarily Available Provision</b>		
	<b>Universal</b>	<b>SEN Support</b>	<b>High needs</b>

<p>General provision</p>	<p><b>All adults provide high levels of challenge and expectation</b></p> <p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through regular formative and summative assessment. Support is coordinated by the class teacher.</p> <p>There is regular communication between the home and school to discuss progress and support.</p>	<p><b>All adults provide high levels of challenge and expectation</b></p> <p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Students' individual progress is monitored through a pupil passport, individual education plan or SEND Support Plan. Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home and school to discuss progress and support. This happens at least three times per year.</p>	<p><b>All adults provide high levels of challenge and expectation</b></p> <p>All adults have high expectations and seek to promote independence and self-care skills wherever possible.</p> <p>Student's individual progress is monitored through a SEND Support Plan (or there will be plans in place to progress to one). Support is coordinated by the school's Special Educational Needs Coordinator (SENCo) working together with class teacher(s).</p> <p>There is regular communication between the home, school and external professionals to discuss progress and support. This happens at least three times per year.</p>
--------------------------	---	---	---

<p>Provision to support Language and Communication Needs</p>	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is introduced and explained as part of new learning.</p> <p>Spoken language is adapted to make sure all children can understand it.</p> <p>Different modes of communication are used in teaching.</p> <p>There are opportunities to develop speaking and listening skills in a group context.</p>	<p>Speaking and listening skills are taught as part of a wider literacy curriculum.</p> <p>Key vocabulary is pre-taught / provided on an individual or small group basis.</p> <p>Visual aids are used in a planned and structured way to help students access work.</p> <p>Adaptive teaching to meet individual needs.</p>	<p>Appropriate advice* is sought from a:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist;</li> <li>• Specialist Teacher and/or</li> <li>• Educational Psychologist</li> </ul> <p>with information shared with teachers.</p> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.</p>
--	---	--	---

<p>Provision to support Cognition and Learning Needs</p>	<p>Teaching and learning are planned based on regular assessment.</p> <p>Work is differentiated to meet the needs of different ability sets.</p> <p>Regular formative feedback is given to students through marking and verbally.</p> <p>A range of different teaching approaches and resources are used to ensure students can access learning.</p> <p>Minor adaptations are made to the teaching environment to cater for individual needs (e.g. a seating plan).</p> <p>Students are supported to understand new learning and keep on task.</p>	<p>Students have access to key information in advance of whole-class lessons and have the opportunity to revisit and revise learning, either individually or as part of a small group.</p> <p>Adaptations are made to daily routine and environment to accommodate individual needs (e.g. movement breaks / visual timetable / prompts and instruction sheets.)</p>	<p>Appropriate advice* is sought from a:</p> <ul style="list-style-type: none"> <li>• Specialist Learning Teacher and/or</li> <li>• Educational Psychologist</li> </ul> <p>with information shared with teachers.</p> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.</p> <p>Exam access arrangements assessed and offered as appropriate.</p>
--	--	---	---

<p>Provision to support social and emotional needs</p>	<p>A whole-school PSHE Curriculum supports the social and emotional development of all students.</p> <p>A whole-school behaviour policy is applied consistently throughout the school. There are a range of different ways for students to share worries and concerns with adults in the school.</p> <p>Praise, rewards and encouragement are used throughout the school.</p> <p>Appropriate recreational activities are provided. Support to help students make positive transitions (e.g. from one phase/year to another).</p> <p>A comprehensive PSHE curriculum in place to help develop social skills.</p>	<p>Carefully considered activities planned that appeal to personal choice and needs.</p> <p>Additional planned support from a key person, such as a pastoral tutor or skilled teacher.</p> <p>Students can access a quiet area in school.</p> <p>Adults use pre-agreed and appropriate strategies to prevent and de-escalate conflicts, as detailed in the school's behaviour policy.</p> <p>A range of social activities are available.</p> <p>A comprehensive PSHE curriculum in place to help develop social skills.</p>	<p>Appropriate advice* is sought from a:</p> <ul style="list-style-type: none"> <li>• Mental Health Professional;</li> <li>• Medical professional;</li> <li>• Specialist Teacher and/or Educational Psychologist</li> </ul> <p>with information shared with teachers.</p> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.</p>
--	---	---	--

<p>Provision to meet physical and sensory needs</p>	<p>A whole school physical education programme is used and differentiated to meet students' individual needs.</p> <p>There is a whole school accessibility plan.</p> <p>All adults have awareness of students' physical and sensory needs (e.g. hand preference or use of glasses).</p> <p>Minor adjustments are made to the learning environment to ensure it is accessible to students with mild sensory/physical impairment.</p> <p>To manage medication in line with the following guidance: <a href="http://www.gov.uk">Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)</a></p>	<p>Adaptations to timetabling and room allocation to support students with mobility needs.</p> <p>Adaptations to the physical environment to support children with sensory impairments (such as an appropriate seating plan, guided by individual need).</p> <p>Adaptations to teaching resources (such as the use of enlarged print).</p> <p>Arrangements to prepare students for a change to their usual routine (e.g. school trips).</p> <p>Access to devices as necessary.</p>	<p>Appropriate advice* is sought from a:</p> <ul style="list-style-type: none"> <li>• Health / medical professional;</li> <li>• A Teacher of the Deaf or</li> <li>• A Teacher of the Visually Impaired with information shared with teachers.</li> </ul> <p>Learning opportunities are adapted to incorporate highly differentiated work and, where appropriate, address targets.</p>

**Oversight and management** (to include assessment/identification, home/school partnerships, pastoral care, the learning environment, teaching and learning, resources, staff skills/training, transition, where not already included above)

Area of Need	Universal	SEN Support	High needs
	Graduated response/APDR (Assess Plan Do Review)  Provision Map  Planning and strategies booklet  ALIS (A Level Information System)  Wellbeing Support  Student welfare officer	Graduated response/APDR (Assess Plan Do Review)  Wellbeing Support and counselling  Student welfare officer  SLCN (Speech language communication needs)  QTVI/QTHI(Qualified teacher of young people with a visual impairment/impairment)   OT (Occupational Therapist)  EP (Educational Psychologist)	Graduated response/APDR (Assess Plan Do Review)  Wellbeing Support and counselling Student welfare officer  SLCN (Speech language communication needs )  QTVI/QTHI (Qualified teacher of young people with a visual impairment/impairment)  OT (Occupational Therapist)  EP (Educational Psychologist)

- External professionals can only being accessed via a referral. A set referral criteria will need to be reached in order to access this support.