



## The Compass Academy Provision Map

There are three wave or levels of provision that are offered to our pupils at the Academy:

Wave 1	<b>Quality first teaching:</b> daily high level differentiated teaching delivered by the class teacher to all pupils.
Wave 2	<b>Short term targeted interventions:</b> For children who are not progressing through quality first teaching.
Wave 3	<b>Long term support:</b> A personalised provision for those who require intensive support.

Each wave is broken down into 5 different categories of provision:

- Cognition & Learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and Physical needs
- Transition and Independence

Cognition and Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>● All staff aware of pupil need through 360 pupil portrait, PHP and diagnostic BKSb assessment (English and Maths) and reading age and vocabulary assessment.</li> <li>● In class tutor linked to each group.</li> <li>● High staff: pupil ratio</li> <li>● Visual timetable.</li> <li>● Differentiated, varied and creative curriculum.</li> <li>● Opportunities to promote or assist skills</li> </ul>	Focused group work to support learning and progression: <ul style="list-style-type: none"> <li>● Targeted reading/Maths support.</li> <li>● 1:1 tuition to stretch and challenge identified pupils.</li> <li>● 1:1 tuition basic skills tuition.</li> <li>● Extra in class support.</li> <li>● 1:1 Aspiration and transition meetings.</li> </ul>	We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs: <ul style="list-style-type: none"> <li>● Educational Psychologist support (EP)</li> <li>● Northcott Outreach Support</li> <li>● Speech and Language Support (SALT)</li> </ul>

<ul style="list-style-type: none"> <li>● Quality marking policy that pupils are familiar with.</li> <li>● Verbal feedback offered for next steps.</li> <li>● Peer and self-assessment opportunities.</li> <li>● Use of talking partners.</li> <li>● Continuous assessment for learning.</li> <li>● Use of interactive whiteboards.</li> <li>● Use of ICT effectively embedded.</li> <li>● Class dictionaries, thesaurus.</li> <li>● Use of writing frames/visual organisers</li> <li>● Clear learning outcomes shared with pupils.</li> <li>● Clear steps to success to achieve learning outcomes.</li> <li>● Varied teaching approaches to engage pupils.</li> <li>● Appropriate reading material available to pupils.</li> <li>● Engaging display boards and working walls.</li> <li>● School visits linked to the topic.</li> <li>● Curriculum information shared with parent/carers.</li> <li>● Involvement in parents evening/academic reviews.</li> <li>● Access to Accelerated reader</li> <li>● Daily personalised learning opportunities (bespoke to individual pupil needs)</li> <li>● Regular opportunities to promote basic skills.</li> <li>● Thematic 'Deep Learning days'</li> <li>● Careers support and advice lead.</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised project work (bespoke to child's interests).</li> <li>● My Support Plan targets implemented, monitored and reviewed.</li> <li>● Targeted teaching from SENCo.</li> </ul>	<p>In house support:</p> <ul style="list-style-type: none"> <li>● Theme based curriculum offered to those who require 'intensive' levels of support or intervention delivered through the nurture group provision (led by basic skills specialist) .</li> <li>● 1:1 Intensive support.</li> <li>● Bespoke curriculum offer based on an area/interest of need.</li> <li>● Additional progress review meetings/multi agency support.</li> <li>● EHCP targets implemented, monitored and reviewed.</li> <li>● My Support Plan targets implemented, monitored and reviewed.</li> <li>● Access to External Provision (as required).</li> </ul>
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<ul style="list-style-type: none"> <li>● Personalised progress targets that support and encourage learning.</li> <li>● A curriculum to promote the RSHE Agenda.</li> <li>● Access to personal Chromebook.</li> <li>● Curriculum based awards</li> <li>● Character education-based curriculum</li> <li>● Regular opportunities to collate pupil voice eg. through pupil questionnaires and fortnightly Student Council meetings.</li> <li>● Access to school library.</li> </ul>		
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<b>Communication and Interaction</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>● All staff aware of pupil need through 360 pupil portrait and PHP.</li> <li>● In class tutor linked to each group.</li> <li>● Visual timetable.</li> <li>● Differentiated, varied and creative curriculum.</li> <li>● Opportunities for speaking and listening.</li> <li>● Quality marking policy that pupils are familiar with.</li> <li>● Verbal feedback offered for next steps.</li> <li>● Peer and self-assessment opportunities.</li> <li>● Use of talking partners.</li> <li>● Continuous assessment for learning.</li> <li>● Use of interactive whiteboards.</li> </ul>	<p>Focused group work to support learning and progression:</p> <ul style="list-style-type: none"> <li>● Targeted reading/Maths support.</li> <li>● 1:1 tuition to stretch and challenge identified pupils.</li> <li>● Extra in class support.</li> <li>● My Support Plan targets implemented, monitored and reviewed.</li> <li>● 1:1 Aspiration and transition meetings.</li> <li>● Targeted teaching from SENCo.</li> </ul>	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> <li>● Educational Psychologist support (EP)</li> <li>● Northcott Outreach Support</li> <li>● Speech and Language Support (SALT)</li> <li>● CAMHs referral for Neurodevelopmental assessment.</li> </ul> <p>In house support:</p> <ul style="list-style-type: none"> <li>● Theme based curriculum offered to those who require 'intensive' levels of support or intervention.</li> </ul>

<ul style="list-style-type: none"><li>● Use of ICT effectively embedded.</li><li>● Class dictionaries, thesaurus.</li><li>● Use of writing frames/visual organisers</li><li>● Clear learning outcomes shared with pupils.</li><li>● Clear steps to success to achieve learning outcomes.</li><li>● Varied teaching approaches to engage pupils.</li><li>● Appropriate reading material available to pupils.</li><li>● Engaging display boards and working walls.</li><li>● Curriculum information shared with parent/carers.</li><li>● Involvement in progress reviews.</li><li>● 'Deep Learning days'</li><li>● Careers support and advice.</li><li>● Daily personalised learning basic skills support.</li><li>● Regular opportunities to share pupil voice.</li><li>● Personalised progressed targets that support and encourage learning.</li><li>● Regular opportunities to engage in off-site visits</li><li>● Character education-based curriculum.</li><li>● Lunchtime communications club (Lets Talk).</li></ul>		<ul style="list-style-type: none"><li>● 1:1 Intensive support.</li><li>● Additional progress review meetings/multi agency support.</li><li>● EHCP targets implemented, monitored and reviewed.</li><li>● My Support Plan targets implemented, monitored and reviewed.</li></ul>
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Social, emotional, mental health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>● All staff aware of pupil need through 360 pupil portrait and PHP.</li> <li>● In class tutor linked to each group.</li> <li>● Behaviour policy with a clear focus on praise and modelling positive behaviour.</li> <li>● High expectation for behaviour.</li> <li>● Pupil charter displayed in every charter.</li> <li>● Green slips awarded for positive behaviour.</li> <li>● W.A.R targets shared with pupils and displayed within classrooms.</li> <li>● Safeguarding display in every classroom.</li> <li>● Involvement in parents evening.</li> <li>● Family dining experience shared at lunchtime.</li> <li>● Morning breakfast club/check in facility.</li> <li>● E Safety policy and declaration.</li> <li>● Use of blue citizen slips to reward the promotion of British Citizenship values.</li> <li>● 'Character Education' Life Skills provision.</li> <li>● Access to our own 'Life Studies' curriculum meeting the objectives from the RSHE agenda.</li> <li>● Regular opportunities to promote pupil voice.</li> <li>● Calm, quiet room space.</li> </ul>	<p>Focused group work to support learning and progression:</p> <ul style="list-style-type: none"> <li>● Targeted emotional wellbeing support (Thrive).</li> <li>● Extra in class support.</li> <li>● 1:1 Aspiration and transition meetings.</li> <li>● Home/School visits as required.</li> <li>● Targeted access to Forest Schools intervention.</li> <li>● Music Therapy</li> <li>● Targeted support delivered by Safeguarding Lead and Deputy Safeguarding Lead.</li> <li>● Targeted mentoring support delivered by key staff.</li> <li>● My Support Plan targets implemented, monitored and reviewed.</li> <li>● Targeted support from the school nurse.</li> <li>● Additional movement breaks.</li> <li>● Additional support during unstructured time.</li> </ul>	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> <li>● Therapeutic support through specialist services (GT/referral)</li> <li>● Facilities to support and encourage onsite CAMHS/MIND therapy meetings/interventions.</li> <li>● Behaviour support lead to provide ongoing interventions.</li> <li>● Targeted THRIVE Interventions delivered by on-site practitioner.</li> <li>● Facilities to support and encourage on-site Cornerhouse referrals.</li> </ul>

<ul style="list-style-type: none"> <li>● Personalised progress targets that support and encourage learning.</li> <li>● Highly structured routine.</li> <li>● Access to dedicated Emotional Wellbeing Room.</li> <li>● Access to the school nurse.</li> <li>● Behaviour support lead.</li> <li>● Emotional wellbeing lead.</li> </ul>		
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<b>Physical and Sensory needs</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>● All staff aware of pupil need through 360 pupil portrait and PHP.</li> <li>● Multi sensory approach to teaching.</li> <li>● Visual prompts.</li> <li>● Visual timetables.</li> <li>● Enrichment opportunities through character education offer.</li> <li>● Access to physical exercise.</li> <li>● Each tutor group allocated a dedicated working area.</li> <li>● Each pupil allocated a dedicated working area.</li> </ul>	<p>Focused resources:</p> <ul style="list-style-type: none"> <li>● Scissors</li> <li>● Big grip pens</li> <li>● Pencil wedges</li> <li>● Adapted resources for those that are visually impaired.</li> <li>● Use of coloured overlays.</li> <li>● Use of ICT equipment.</li> </ul> <p>For relevant groups:</p> <ul style="list-style-type: none"> <li>● Timetabled handwriting practice</li> <li>● Motion breaks.</li> <li>● Additional movement breaks.</li> <li>● Additional support during unstructured time.</li> </ul>	<p>We have positive relationships with a number of professionals and support agencies that can offer support and guidance to meet individual needs:</p> <ul style="list-style-type: none"> <li>● School Nurse</li> <li>● Occupational Therapist</li> <li>● Educational Psychologist support (EP)</li> </ul> <p>A range of resources to support individual needs:</p> <ul style="list-style-type: none"> <li>● Use of ear defenders</li> <li>● Fiddle seats</li> <li>● Fiddle toys</li> <li>● Weighted blanket</li> </ul>

		Environment: <ul style="list-style-type: none"> <li>● Disabled toilet</li> <li>● Disabled car parking space</li> <li>● Accessible school site</li> <li>● Alternative break/lunch areas.</li> </ul>
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<b>Transition and Independence</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>● Access to weekly catering skills curriculum.</li> <li>● Access to careers based curriculum.</li> <li>● Access to aspirations leader.</li> <li>● All staff aware of pupil need through 360 pupil portrait and feedback from aspiration meetings.</li> <li>● Access to dedicated careers area in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Independent travel support.</li> <li>● Access to transition support.</li> <li>● Personalised work experience opportunities.</li> <li>● Continued 1:1 support from aspirations leader.</li> <li>● Personalised hygiene curriculum delivered by DSL.</li> </ul>	<ul style="list-style-type: none"> <li>● Home/School transport provided (funded taxi).</li> </ul>