

PROVISION MAP

D- YEAR 9

PROVISION	TARGET GROUP/ entry criteria	OUTCOMES	delivered by	Monitoring – who when how	Evidence base/ recommended by	frequency (times per day/ week/ term)	duration	Intensity group size	Term cost – not per child	Year Cost
Shared in class support (small group) TA support across subjects to help plan, focus, use strategies and help with making links in learning. Help in understanding the topic vocabulary and apply methods to support working memory. Support behaviour for learning.	Students with SpLD who are working below expected levels. Specific Literacy & Numeracy difficulties.	D is able to ask for support when needed. Gains confidence in using strategies and allows for being directed to tasks. Can apply learnt methods to support better learning outcomes and behaviour in relation to agreed set targets.	Teacher and support staff.	Teacher assessments TA progress report – termly SENCo to monitor termly	Evidence based lit course – Greg Brooks EP	Weekly x 20	1 hour	4	908	2723

Small class Literacy intervention – Multi sensory approach to develop reading, writing, spelling and comprehension.	Low reading age score. Those students who scored ≤ 85% on standard WRAT test.	Can read more varied text for meaning, improved use of spelling patterns/techniques, improved use of grammar in writing. Improved typing skills.	Specialist teacher	Specialist teacher – analysis of programme after each unit delivered.	Evidence based lit course – Greg Brooks Dyslexia Teacher/SEN Co	Weekly x 2	1 hour	5	216	649
In class adult support with a focus on consolidating learning & support use of appropriate strategies/train him how to use teaching aids etc.	Students with identified SpLD	Independent use of strategies/tools to enhance performance so that he can close the gap in expected progress for core subjects	Specialist teacher	Dyslexia teacher via Formative & summative assessment SENCo Teacher Termly	SENCO/Dyslexia teacher	Fortnightly X 1	1 hour	1	270	811
Adult support to set goals, develop strategies for improved behaviour, self esteem, increased opportunity to learning and a better understanding of the information he has received about dyslexia.	Learning difficulties and poor behaviour management	Increase self awareness & enhance communication through creativity. Develop a growth mind set. Reduced incidents of intentional confrontation. Better	Volunteer Learning mentor	Learning mentor to write up weekly session – shared with SENCo – half termly analysis of impact of programme.	DFE Guidance Mental Health & Behaviour in schools. SENCo	Weekly	1 hour	1 or pair	0	0

