



**Frome Vale Academy
Whole School Summary and Provision Map 2020-
2021**

An Overview of our Provision at Frome Vale Academy

Our Universal Offer (Wave 1 Quality First Teaching)

We work tirelessly to ensure that all of our children access a high-quality education. Our curriculum has been designed around clear progression of skills which support our aims for our children to develop a sense of self and sense of place which lead to self- agency.

INTENT

Learning is the purpose of the whole school and is a shared commitment. At Frome Vale Academy, we recognise that education involves children, parents, staff, councillors, the community and the local partnerships, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

Develop citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- developing environmentally conscious citizens.
- developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- developing critical thinkers, who are able to articulate their ideas in a confident manner.
- developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.

Our vision and aims ensure that every child receives a well-rounded education during their time with us. Our whole school offer is centred on the importance of talk, language, high quality texts and a breadth and mastery of key skills. Our core values are to ensure that everything we do encourages children to be the very best versions of themselves on a daily basis. We work hard to ensure that our happy, welcoming and inclusive environment is a place where children are calm, resilient and enjoy their learning. We make conscious decisions about how to make our pupils safe through quality relationships, routines and systems in school. We do whatever it takes to ensure that all of our pupils thrive in school and tailor our approaches to ensure that the reasonable adjustments we make for personalised provision leads to better outcomes for our young people.

IMPLEMENTATION

We have designed and implemented a well understood, clear and effective teaching approach Through carefully planned teaching sequences in reading, writing, maths especially, we have created a consistent and effective approach to teaching, learning and assessment within and across school.

The entire teaching community prioritises the key skills within the age-related expectations and, through our **Reviewing, Focus, Questioning, Reflection** cycle within every lesson, teachers create learning experiences which lead to the mastery of key skills through engaging real life and exciting contexts.

We invest heavily in purposeful talk as if they can' say it, then they can't read or write it. This is particularly successful for our above average number of EAL students in school. We have clear expectations for discussion guidelines and vocabulary.

Everything we do in school encourages the development of key skills for life, through Frome Citizen. This includes pupil voice groups, explicit teaching of values and learning behaviours, and working with other organisations to develop our pupils as citizens.

IMPACT

Our curriculum, culture and character in school is leading to improving outcomes for all our pupils. We are proud of the whole school transformation we have seen over the last few years, including year 6 outcomes being above national! We are also pleased with the impact all of our new systems are having with the overall effectiveness of our school offer and outcomes of our children. We use of best endeavours to use the school's resources as effectively as possible to have the most impact within school. We also use the additional funding coming into school, albeit to disproportionate to the current level of need, to ensure that all of our children's needs are being met.

TARGETED support (Wave 2)

For children who are working slightly below age-related expectations, and require some additional support and targeted intervention, we have clear systems to support them in order to make accelerated progress. We run same day interventions that are designed to ensure that pupils 'catch up and keep up,' as well as pastoral check ins, group sessions and personalised provision for more specific needs. We adopt the same assess, plan, do, review cycle for these pupils that will advance children's progress and help them achieve in line with their peers.

SPECIALIST SEN SUPPORT (Wave 3)

This specialist support is for those children who have special educational needs and require personalised provision. This is carefully designed, implemented and reviewed using our best endeavours to meet the child's needs. This SEN support follows a clear assess, plan, do, review (APDR) cycle and follows the guidelines of the Code of Practice using a graduated response and approach. We aim to work very closely with other professionals and outside agencies in order to ensure that each child is happy, well supported and making good progress towards agreed targets. Our aim is to always work with the child at the heart of everything we do, alongside a close partnership with parents.

Educational Health Care Plans (EHCPs - wave 4)

An **education, health and care (EHC) plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC **plans** identify educational, **health** and social needs and set out the additional support to meet those needs.

Provision for environments – 2020-21

Universal Offer	Targeted support	Specialist support
<p>Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) Calm and purposeful environments for children to thrive in (soft colours and fascinations) Visual resources easily accessible e.g. Live Learning washing lines, word mats, common exception words for every class, resources to support progress within specific lessons and over time Dyslexia friendly resources used for all pupils (e.g. coloured backgrounds) Resources are readily available and differentiated according to need WORD walls are used to support vocabulary development Visual Timetables with PECs visuals to support familiar routines Modelling handwriting to showcase expectations consistently Emotional regulation prompts in each classroom to support independence Outdoor learning and natural resources are used when appropriate to support the use of soft fascinations. Forest Schools Pictures used for labelling – especially in KS1 S&L rules displayed and taught well A range of multi-sensory resources are used within and across lessons</p>	<p>Break out spaces for children who need more time and space to regulate Calm (safe space) areas with individual prompts for pupils who need more support to regulate</p>	<p>Workstations for children with autism or individual needs to reflect special interests Happy and Sad faces pockets for all ASD children after each lesson to communicate feelings (used as at talking mat after each lesson) Now and Next boards used to support sequencing, reduce anxiety and visible at all times Visual feedback prompts used to show the child has understood – personalised sign Outdoor learning and spaces are used to support children with SEMH particularly, including individual gardens, den building and risk taking in play</p>

Provision for Cognition & Learning 2020 2021

Universal Offer	Targeted support	Specialist support
<p>High expectations for all of our pupils Clear learning outcomes using key skills Clear steps within lesson to scaffold and support Effective modelling through I do, we do, you do</p>	<p>Pre-teaching sessions to support children access ARE lessons Same Day Interventions in order to ensure that pupils 'catch up and keep up.':</p>	<p>Personalised provision targets on tables and work from APDR Personalised provision targeted work SALT Pixl therapies Colourful semantics</p>

<p>approach to ensure that children feel ready to work independently and apply key skills</p> <p>Carefully designed teaching sequences to support mastery</p> <p>Pre-teaching of key concepts and language to support progress</p> <p>Differentiation to support children's access to key skill development</p> <p>Use of a range of resources to support (concrete objects, images, sequencing, Kinesthetic etc.)</p>	<p>Phonics groups</p> <p>Paired reading</p> <p>Booster Maths Groups</p> <p>Booster Literacy Groups</p> <p>Handwriting support and guidance</p> <p>1:1 BRP sessions</p>	
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Provision for social and emotional needs 2020 2021

Universal Offer	Targeted support	Specialist support
<p>A culture and climate based on positivity, love and nurture</p> <p>Praise is specific and named</p> <p>Pupil jobs to raise self-confidence and responsibility</p> <p>A staff team who see each child as unique and find their hidden talents</p> <p>Calm areas in each class to support self-regulation</p> <p>Visual timetable to support familiar routines</p> <p>Secure, trusting relationships between all adults and children</p> <p>Weekly talk time to support collaboration</p> <p>PSHE curriculum built around core values to support explicit teaching</p> <p>RSE policy and programme to support key skills for being ready and fit for their future</p> <p>Regular opportunities to support peer-to-peer coaching and mentoring</p> <p>Emotional zone of regulation teaching and support</p> <p>Recognition boards in each class to support positive</p>	<p>Reasonable adjustments to the behaviour policy for children who communicate gaps in their development</p> <p>Choosing time at the start of the day for pupils who struggle to come into school</p> <p>Check ins from the Pastoral Team to support and scaffold regulation</p> <p>Focused sessions with pastoral team for friendships, collaboration skills and understanding emotions</p> <p>Individual reward chart</p>	<p>Educational psychologist input and recommendations</p> <p>Social worker input</p> <p>Personalised provision work from APDR</p> <p>Thrive provision from Nest</p> <p>Mentoring</p> <p>Social stories</p> <p>Play therapist</p>

<p>intrinsic rewards and acknowledgement of talents Clear whole school promises to support clear expectations Clear sanctions to support choice and consequences Restorative approach to reparations 12 whole school values which support raising children's self-esteem, regulation and independence Clear rewards systems Specialist sports coaching weekly to support active body and mind Healthy snack policy and lunch policy</p>		
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Provision for communication and interaction

Universal Offer	Targeted support	Specialist support
<p>A rich language culture and climate across school</p> <p>Lessons built around talk and oral rehearsal</p> <p>Minimal black on white paper – blue or coloured paper used</p> <p>Peer assessment</p> <p>Weekly Frome Vale sessions to build confidence</p> <p>Reading aloud time (intonation and expression)</p> <p>Drama and role play planned into teaching sequences</p> <p>Collaborative learning experiences through science, PE and across the curriculum with an explicit focus on collaboration</p> <p>Clear discussion guidelines</p>	<p>Small group work sessions to develop interaction skills</p> <p>Small group speaking and listening sessions</p> <p>Social skills groups</p> <p>Transition support</p>	<p>Talk partner well-chosen and briefed well</p> <p>Task sheets/whiteboards to break down the information within instructions. This is to support independence.</p> <p>SALT 1:1 and small group sessions-</p> <p>NHS speech therapy</p> <p>Personalised provision targeted work from APDR</p>

Provision for sensory and physical needs

Universal Offer	Targeted support	Specialist support
<p>Real life sensory experiences built into planning and the curriculum</p> <p>Limited amount of shiny laminates in school</p> <p>Pupil copies size and font appropriate</p> <p>Sloping desks provided</p> <p>Handwriting lines to support effective transcription</p> <p>Pen/pencil grips available</p> <p>Tasks steps and sequences clear</p>	<p>Handwriting sessions</p> <p>Keyboard skills</p>	<p>Personalised provision from APDR</p> <p>Occupational Therapist</p> <p>Moving and Handling support Team</p> <p>Sensory circuits</p> <p>Specialised medical care, intimate care and swimming expert</p>

