

## Provision Map



- ✓ Rise Admissions process
- ✓ Diagnostic testing on entry
- ✓ Range of options pathways
- ✓ Rise "lesson fundamentals"
- ✓ Enhanced pastorals support

- ✓ Small group teaching
- ✓ Breakfast and lunch provided
- ✓ Trauma informed approaches
- ✓ Whole school reward system
- ✓ Flexible uniform policy



### Wave 1- Quality First Teaching + differentiation

Social, Emotional and Mental Health (SEMH)	Cognition and Learning (C&L)	Communication and Interaction (C+I)	Physical and Sensory (P&S)
<p>Clear and consistent boundaries</p> <p>Reminder of expectations using "if, then, when"</p> <p>Limited choices e.g. "You can read this out loud or read it to yourself"</p> <p>Consistent positive regard (approachable/patient)</p> <p>Positive reinforcement and praise</p> <p>Be present (give time and show them you are listening e.g.- paraphrasing)</p> <p>Apologise if you make an error/ model mistakes</p> <p>Structured/timed in class rewards</p> <p>Time with a trusted person in unstructured time e.g.- "If you follow instructions in the next lessons then we can have lunch together."</p> <p>Give student jobs/individual responsibilities</p> <p>Emotional check in/ use feelings board</p> <p>Positive touch e.g. high five, handshake or hug</p> <p>Preparation for changes</p>	<p>Task sheets</p> <p>Reading tools (14+ font, wide spaced lines, comic sans, pale yellow paper and navy blue font, overlays/reading rulers)</p> <p>Handwriting guide/lined paper</p> <p>Writing frames/sentence starters</p> <p>Increased modelling (mini whiteboards/pre-printed examples)</p> <p>Alternative recording of information e.g. laptop, whiteboards, verbal/scribe</p> <p>Different questioning techniques</p> <p>Word banks/key vocabulary cards</p> <p>Support/avoid reading long text aloud</p> <p>Personalised work to interest</p> <p>Games to learn (Interactive whiteboard games, board games, number/word bingo etc.)</p> <p>Concrete equipment (physical equipment to aid learning e.g. counters, blocks, numicon, models of human body, etc.)</p> <p>Tasks broken down into chunks (timers, stopwatch, countdowns)</p> <p>Frequent work breaks- brain break exercises</p> <p>Reduce copying or reading from board</p>	<p>Maintain a predictable lesson routine (follow the lesson framework)</p> <p>Speak clearly, give eye contact and use gestures to support communication e.g., thumbs up</p> <p>Use students name before giving instructions or addressing the group e.g. instructions use simple language and avoid metaphor</p> <p>Check for understanding and allow time for processing</p> <p>Break it down (using task sheets, breaking tasks down into steps)</p> <p>Keep it visual (use of pictures, videos, diagrams, illustrations and working walls and displays)</p> <p>Visual timetables, routines and plans</p> <p>Additional opportunities to promote communication (circle time, buddy system)</p> <p>Activities aimed to motivate the individual to communicate e.g. (barrier games and task analysis)</p> <p>Personalised workstation or equipment</p> <p>Feelings board</p>	<p>Tidy, clutter free space with equipment and books already out</p> <p>Create a calm and comfortable environment and minimise distractions</p> <p>Reduce looking up by using white boards and making sure vital info is on the desk</p> <p>Fidget cube/stress balls/chair bands/wobble cushions</p> <p>Subtitles used with audio clips</p> <p>Pre-cut worksheets/LO's</p> <p>Use of ICT as an alternative</p> <p>Alternative recording of information e.g. laptop, whiteboards, verbal/scribe</p> <p>Fine motor- stage appropriate hand/ body stretches (Rubik's cube, theraputty)</p> <p>Pencil grips and handwriting pens</p>

	Real life learning experiences (school trips, theatre, museums etc.) Live marking- visual indicators of success		
<b>Wave 2- Above + targeted, time limited interventions</b>			
Social, Emotional and Mental Health (SEMH)	Cognition and Learning (C&L)	Communication and Interaction (SLCN)	Physical and Sensory (P&S)

<p>Consequence map</p> <p>Personalised goal setting</p> <p>Mental health support plan</p> <p>Support at unstructured times</p> <p>Yoga/Mindfulness intervention</p> <p><b>1:1 or group intervention:</b></p> <ul style="list-style-type: none"> <li>✓ Anger</li> <li>✓ Anxiety</li> <li>✓ Emotional Awareness</li> <li>✓ Managing Emotions</li> <li>✓ Bereavement</li> <li>✓ Self Esteem</li> <li>✓ Growth Mindset</li> <li>✓ Social and Friendship Skills</li> <li>✓ Independence and Life Skills</li> </ul> <p><b>Examples of some of the approaches used:</b></p> <ul style="list-style-type: none"> <li>✓ Drawing and Talking</li> <li>✓ Counselling skills</li> <li>✓ Personal construct psychology</li> <li>✓ Therapeutic play/art</li> <li>✓ Graded exposure</li> </ul> <p><b>Access to external support services:</b></p> <ul style="list-style-type: none"> <li>✓ Refresh</li> <li>✓ Corner House</li> <li>✓ Mind</li> </ul>	<p><b>Literacy:</b> Diagnostic testing (Exact) targeted intervention and explicit teaching of:</p> <p><b>Literacy (Reading, comprehension, spelling)</b></p> <ul style="list-style-type: none"> <li>- RWI- Fresh Start</li> <li>- Starbooks</li> <li>- Precision Teaching</li> </ul> <p><b>Numeracy:</b> Diagnostic testing (Sandwell), targeted intervention and explicit teaching of:</p> <p><b>Numbers Count</b></p> <ul style="list-style-type: none"> <li>✓ Number identification</li> <li>✓ Oral Counting</li> <li>✓ Value/ computation</li> <li>✓ Object Counting</li> <li>✓ Language</li> </ul> <p><b>Success @ Arithmetic</b></p> <ul style="list-style-type: none"> <li>✓ Written Calculations</li> <li>✓ Number Facts and Fluency</li> </ul> <p><b>Interventions to support the following skills:</b></p> <ul style="list-style-type: none"> <li>- Working memory (visual and auditory)</li> <li>- Attention</li> <li>- Organisation and planning</li> <li>- Processing</li> <li>- Metacognition</li> </ul>	<p><b>Social Communication</b></p> <ul style="list-style-type: none"> <li>✓ Use of Social Stories</li> <li>✓ Visual Communication tools</li> <li>✓ LEGO Therapy</li> <li>✓ Social Skills -Talk about for teenagers</li> <li>✓ The 'Big A' Programme- Understanding autism</li> </ul> <p><b>Diagnostic testing (speech and language link) targeted intervention and explicit teaching of:</b></p> <ul style="list-style-type: none"> <li>✓ Vocabulary - Vocabulary Enrichment Programme</li> <li>✓ Grammar- SLCN Packs</li> <li>✓ Comprehension- Narrative Programme</li> <li>✓ Social use of language- Socially Speaking</li> </ul>	<p><b>Sensory - Assessment using Sensory Red Flag Checklist</b></p> <ul style="list-style-type: none"> <li>✓ Sensory diet: sensory/movement breaks</li> <li>✓ Sensory sessions e.g. weighted activity sessions- gym, raking leaves, weeding garden, heavy work chores, high impact sports or activities</li> <li>✓ Visualisation, mindfulness or yoga session</li> <li>✓ Alternative seating e.g. yoga ball</li> </ul> <p><b>Motor Skills</b></p> <ul style="list-style-type: none"> <li>✓ Fine motor activities</li> <li>✓ Handwriting practice sessions</li> <li>✓ Keyboard skills sessions</li> </ul>
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**Wave 3- Bespoke and individualised support**

Rise Academy has a range of Wave 3 Provisions that aim to meet the needs of high needs students in separate provisions:

1. **Rising Stars-** MLD/SLCN provision for students with EHCP  
 2. **Rise Above-** KS4 Nurture Provision- Primary need SEMH, with associated learning, sensory and SLCN needs.

Social, Emotional and Mental Health (SEMH)	Cognition and Learning (C&L)	Communication and Interaction (SLCN)	Physical and Sensory (P&S)
<p><b>Interventions recommended by specialist assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Boxall Profile</li> </ul> <p><b>Interventions recommended by external support services:</b></p> <ul style="list-style-type: none"> <li>✓ CAMHS</li> <li>✓ Educational Psychology</li> </ul>	<p><b>Personalised interventions recommended by specialist assessments:</b></p> <ul style="list-style-type: none"> <li>- WRIT</li> <li>- WRAT</li> <li>- TOMAL</li> <li>- CTOPP</li> <li>- WRAML</li> <li>- DASH</li> </ul> <p><b>Interventions recommended by external support services:</b></p> <ul style="list-style-type: none"> <li>✓ CAMHS</li> <li>✓ Educational Psychology</li> </ul>	<p><b>Personalised interventions recommended by external support services:</b></p> <ul style="list-style-type: none"> <li>✓ Speech and Language Therapy</li> <li>✓ Educational Psychology</li> </ul>	<p><b>Personalised interventions recommended by external support services:</b></p> <ul style="list-style-type: none"> <li>✓ School Nurse</li> <li>✓ IPASS</li> <li>✓ Occupational Therapist (OT)</li> </ul>

**Wave 4- Intensive support**

Bespoke package of learning that meets the individual need of the student. These students have complex SEND needs in addition to complex social care and/or safeguarding needs. These students will require a robust package of support and highly effective multi-agency working to effectively meet their needs.