BEMAT SEND TRUST OFFER

Samuel Whitbread Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids where needed Visual timetable where needed Use of writing frames where needed Short achievable tasks set	Core exam preparation Year 11 for Nov exams Reading booster Nov – May Year 9 Literacy lessons (English dept) Year 9 Homework club Target spelling intervention Year 9/10 Numeracy intervention Year 9/10 History exam preparation Year 11 Y11 Discussion group Core exam preparation Year 11 for summer (including English and Poetry support) In class support Exam access arrangements	1-1 learning support lesson for intensive literacy intervention Letters and Sounds 1-1 intervention Personalised timetable ASDAN short courses Year 9/10/11 Outside agency advice: Educational Psychologist
COMMUNICATION AND INTERACTION	Flexible teaching arrangements Structured school and class routines Differentiated curriculum delivery Differentiated outputs Increased visual aids/symbols where needed. Personalised delivery of instructions Assembly Registration in tutor group Lunchtime and afterschool clubs	Social skills lunchtime clubs 'boys club' and 'girls club' Homework club Group outing and lunch In class support Exam access arrangements where applicable Handwriting Intervention	Locker in Learning support for daily meet and greet Supermarket/park/duck pond outing Social stories and scenarios Outside agency advice: ASC advisor/ speech and language therapist
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Whole school praise system Assertive Discipline Levels Registration Assembly Lunchtime and afterschool clubs	Lunchtime Pastoral Support Break and lunch time drop-in Learning Log/subject report Lunchtime 'safe haven' Social skills club Relaxation and stress Management In class support to keep on focus Exam access arrangements where applicable Reduced timetable where appropriate	Locker in Learning support for daily meet and greet Risk assessment Student CAF Social stories and scenarios School counsellor Student case conference Outside agency advice: CAMH/ social worker Behaviour Modification SEAL intervention Anger Management
SENSORY AND/OR PHYSICAL DIFFICULTIES	Flexible teaching and seating arrangements Teacher awareness of Sensory and Physical Impairments Medical care plans incorporated into teaching where needed. Specialist resources available where needed. Use of lift Alternative PE activities available Access to school first aider	Practical assistance in PE where needed. Practical assistance in Design and Science practicals Exam arrangements including practical assistance Personal emergency evacuation plans Physical adaptations to school site	1-1 support where needed In class support Student given physical assistance to lessons Equipment transferred to lessons and set up for student Outside agency advice and training: visual impairment advisor/ hearing impairment advisor/ occupational therapist

BEMAT SEND TRUST OFFER

Robert Bloomfield Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Differentiated curriculum planning, work, intentions, success criteria. Differentiated delivery and resourcing. Differentiated outcomes and expectations. Visual timetables Writing frames Key words/Vocab shared In Class support from TA Handwriting Club KS2 Homework Club KS2 Homework Club KS3	Group support from TA in literacy and numeracy. Soundswrite programme KS2 Soundswrite programme KS3 Small set intervention numeracy Yr5 Small set intervention literacy Yr5 Booster groups numeracy Liaison with external agencies (EdPsych, Learning Advisory Teacher) Small set for literacy/numeracy	1:1 precision teaching 1:1 support in class 1:1 Soundswrite programme Fully differentiated curriculum/planning Tailor made resources Withdrawal from French Support from outside agencies
COMMUNICATION AND INTERACTION	Differentiated curriculum planning work Visual timetable Continuity and routine followed Tasks broken down and understanding confirmed Small group work In class support from TA Pastoral drop in	Social skills groups KS2 Social skills groups KS3 1:1 pastoral support Speech and language therapy Booster groups numeracy Soundswrite programme KS2 Soundswrite programme KS3 Liaison with external agencies (S&LT/Advisory teacher for Autism)	1:1 precision teaching 1:1 support in class 1:1 Soundswrite programme Support from outside agencies
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Whole school rewards (merits, achievement stickers, praise) Whole school policy for behaviour management with use of Consequence Staircase. Discussions in E4L Peer mentor KS2 Pastoral support KS2 Pastoral support KS3 Extra-curricular club	Social skills group KS2 Social skills group KS3 1:1 pastoral support Flexible access to curriculum Subject report Time out Card	Individual curriculum arrangements 1:1 behaviour programme Lesson report/contact Outside Agencies Parent support meetings
SENSORY AND/OR PHYSICAL DIFFICULTIES	Flexible teaching arrangements Structured routines/arrangements around class and school (seating etc.) Availability of resources Medical care plans incorporated into teaching where needed.	Additional support in PE/Design Touch typing Laptop available for long pieces of writing Fine motor skills intervention strategies (Physio – as directed by Physiotherapist) Planning between SENCO and parents HOME – Homework diary link	1:1 support in class to facilitate access to curriculum 1:1 support at break and lunchtime Modification to environment Outside agencies (Physiotherapist/Hearing Impairment team/Visual Impairment team/ Occupational Therapist)

BEMAT SEND TRUST OFFER

Etonbury Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Differentiated curriculum planning, work, intentions, success criteria. Differentiated delivery and resourcing. Differentiated outcomes and expectations. Visual timetables Writing frames Key words/Vocab shared In Class support from TA	Booster groups literacy and numeracy Homework group – lunchtime Paired reading Sounds Write KS2 1: 18 Maths Buddies 1:1 Small set intervention numeracy group yr 5 + 6 Small set intervention literacy group yr 5 + 6	Sounds Write KS3 1:5 max Sounds Write KS3 1:1 Tracks 1:1 reading 1:2 handwriting support 1:2 keyboard skills (2 groups) 1:1 Toe by Toe
COMMUNICATION AND INTERACTION	Differentiated curriculum planning work Visual timetable Continuity and routine followed Tasks broken down and understanding confirmed Small group work In class support from TA	Social skills groups Booster groups Literacy x 2 Philosophy group 1: 10	Individual SALT programmes ELS 1:1 1:1individualised timetable
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Whole school rewards (merits, achievement stickers, praise) Whole school policy for behaviour management with use of form tutor	Lunchtime Pastoral Support Behaviour Monitoring 1:1 Art club – lunchtime 1: 10 Social skills group Philosophy group 1:10 Christian Union	Educational Psychologist support 1:1 play therapist Counsellor Jigsaw support
SENSORY AND/OR PHYSICAL DIFFICULTIES	Flexible teaching arrangements Structured routines/arrangements around class and school (seating etc.) Availability of resources Medical care plans incorporated into teaching where needed	Support in PE where needed. Use of Laptop and other assistive technologies	Specialist teaching support where needed. Support of Sensory impairment teams.

BEMAT SEND TRUST OFFER

Gothic Mede Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Quality First Teaching Differentiated SC Differentiated curriculum Differentiated delivery Differentiated outcome Greater levels of support in class from adults (CT or other) Increased use of resources: Diennes, Number lines, Hundred squares, Bead strings Overcoming barriers Handwriting practice Increased 1:1 reading Writing frameworks High frequency word games/ intervention	Wave 3/Springboard Mathematics sessions KS2 Year 1 Catchup – Beds CC Developing Early Writing KS1 Grammar for Writing KS2 Sounds Write APP 1:1 reading Effective Feedback KS2 Word shark sessions Key words games Handwriting support group	Concerns sheet completed Wave 3/Springboard Beam Assessment Assessment/advice from external agencies Individualised programme of intervention/teaching Concerns sheet completed The Word Wasp/Hornet AcceleRead AcceleWrite Assessment/advice from external agencies Individualised programme of intervention/teaching
COMMUNICATION AND INTERACTION	Quality First Teaching Differentiated SC Differentiated curriculum Differentiated delivery Differentiated outcome Greater levels of support in class from adults (CT or other)	Talk Boost (KS1) Speech and language group developing vocabulary	Concerns sheet completed Assessment/advice from external agencies Individualised programme of intervention/teaching
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Use of pathway of choices Consequences and rewards used in line with behaviour policy Greater levels of support in class from adults (CT or other) Visual timetable Visual cues Rewards system in conjunction with parents	Traffic light/smiley face chart Kind hands/feet chart SEAL group IEP/IBP Individual timetable/ schedule Risk assessment	Concerns sheet completed CHUMS support from LO Assessment/advice from external agencies Individualised programme of intervention/teaching
SENSORY AND/OR PHYSICAL DIFFICULTIES	Seating plans Teachers aware of implications of identified sensory impairment. Resources- writing slopes, pencil grips, scissors.	Keyboard skills individual and group training, handwriting and fine motor skills resources	1:1 support – TA Physiotherapy Occupational therapy programme Speech and language support by TA Specialist equipment – workstation additional planning and arrangements for transition

BEMAT SEND TRUST OFFER

Langford Village Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Differentiated curriculum planning and work adapted teaching for individual needs Visual timetables Check lists Writing frames	In class TA literacy and numeracy support. Maths Catch up programmes Small group work. Sounds Write Write Sounds	1:1 tuition for literacy and numeracy 1:1 literacy programmes Small group tuition. Bugs Club Individual arrangements for Assessments Dyslexia programme – Beat Dyslexia Use of ICT Additional planning and arrangements for transition.
COMMUNICATION AND INTERACTION	Flexible teaching arrangements Structured routines Differentiated curriculum Visual aids Individual and class visual timetables Use of symbols	In class TA support Nurture group Pastoral support PSHE Circle time Playground monitoring Talk Boost	1:1 speech therapy sessions/activities delivered by either therapist or TA Visual timetable Checklist Use of IT Additional planning and arrangements for transition
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Whole school and class reward system promoting learning behaviour. Behaviour policy Whole school rules/class rules	Nurture group Social stories Small group circle time Monitoring at playtimes Pastoral support Counselling	Individual arrangements 1:1 Behaviour programme Jigsaw support – individual intervention TA support 1:1 1:1 close surveillance at playtimes 1:1 teacher time Additional planning and arrangements for transition. Counselling
SENSORY AND/OR PHYSICAL DIFFICULTIES	Seating plans Teachers aware of implications of identified sensory impairment. Resources- writing slopes, pencil grips, scissors.	Brain gym Keyboard skills individual and group training Handwriting and fine motor skills resources	1:1 support – TA Physiotherapy Occupational therapy programme Speech and language support by TA Specialist equipment – workstation Additional planning and arrangements for transition

BEMAT SEND TRUST OFFER

Gravenhurst Academy Provision Map

Bedfordshire East Multi Academy Trust BEMAT

	Stage 1 (in class support for students we are monitoring)	Stage 2 (Group Targeted Special Education Provision)	Stage 3 (1:1 Special Educational Provision)
COGNITION AND LEARNING	Differentiated curriculum planning and work adapted teaching for individual needs Visual timetables Check lists Writing frames	In class TA literacy and numeracy support. ALS Springboard catch up programmes Small group work.	1:1 tuition for literacy and numeracy 1:1 literacy programmes Word shark Bugs Club Individual arrangements for Assessments Dyslexia programme – Beat Dyslexia Use of ICT Additional planning and arrangements for transition.
COMMUNICATION AND INTERACTION	Flexible teaching arrangements Structured routines Differentiated curriculum Visual aids Individual and class visual timetables Use of symbols	In class TA support Nurture group PSHE Circle time Playground monitoring After school club –board games	1:1 speech therapy sessions/activities delivered by either therapist or TA Visual timetable Checklist Use of IT Additional planning and arrangements for transition
SOCIAL, EMOTIONAL AND MENTAL HEALTH	Whole school and class reward system promoting learning behaviour. Behaviour policy Whole school rules/class rules	Nurture group Social stories Small group circle time Monitoring at playtimes Drama therapist working in small group to enhance self-esteem.	Individual arrangements 1:1 behaviour programme Jigsaw support – individual intervention TA support 1:1 1:1 close surveillance at playtimes 1:1 teacher time Additional planning and arrangements for transition.
SENSORY AND/OR PHYSICAL DIFFICULTIES	Seating plans Teachers aware of implications of identified sensory impairment. Resources- writing slopes, pencil grips, scissors.	Brain gym Keyboard skills individual and group training Handwriting and fine motor skills resources	1:1 support – TA Physiotherapy Occupational therapy programme Speech and language support by TA Specialist equipment – workstations Netbook Additional planning and arrangements for transition