

**Provision Map** Support Available for Students at Burton PRU **Please note that we are a certified Forest School ALL staff are trained in Emotion Coaching, ALL students have access to curriculum enrichment days outside of school, ALL students are in small classes and have a designated key worker and 1:1 time with the SENCO.**

Please note that these provisions are not exclusive to the separate needs and are interchangeable	For ALL students (where appropriate) – universal provision	In addition to, PLUS for some students - targeted provision	In addition to and different from, EXTRA for a few - specialist provision
<b>Communication and Interaction (COMI)</b>	<ul style="list-style-type: none"> <li>• Increased visual aids / modelling</li> <li>• Structured school day and class routines</li> <li>• Recommendation of the National Citizen Service youth programme?</li> <li>• Forest Schools</li> <li>• Certified Forest School</li> <li>• Designated key worker time/ nurture</li> <li>• Differentiated resources</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Prompting/ assistance with communication</li> <li>• Peer/staff mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly/ daily check-ins</li> <li>• Advice from the Autism Team</li> <li>• Visual organisers</li> <li>• Exam access arrangements</li> <li>• Access to a smaller satellite site if appropriate</li> </ul>
<b>Cognition and Learning (COGL)</b>	<ul style="list-style-type: none"> <li>• Links with industry training partnership (KS4)</li> <li>• Catch up sessions</li> <li>• Small group sizes</li> <li>• Coloured transparencies/ overlays</li> <li>• Laptop access</li> <li>• In class TA support</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching where appropriate</li> <li>• Provision of key words/concept sheets</li> <li>• Task sheets</li> <li>• Chunked work</li> </ul>	<ul style="list-style-type: none"> <li>• Exam access arrangements</li> <li>• Adapted timetables</li> <li>• Access to a smaller satellite site where appropriate</li> </ul>
<b>Social, Emotional and Mental Health (SEMH)</b>	<ul style="list-style-type: none"> <li>• School nurse: TBA</li> <li>• Signposting to outside agencies.</li> <li>• Restorative practices</li> <li>• Personalised timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative approaches meetings</li> <li>• Weekly/ daily check-ins</li> <li>• Time-out cards</li> <li>• Journaling?</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from educational psychologist if available</li> <li>• Home – school record</li> <li>• Parent meetings</li> </ul>

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			<ul style="list-style-type: none"> <li>• Signposting/referrals to other professional bodies</li> <li>• Parent meetings</li> <li>• Access to a smaller satellite site</li> </ul>
<b>Sensory and Physical (SP)</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• School nurse/ health service : TBA</li> <li>• Laptop use</li> </ul>	<ul style="list-style-type: none"> <li>• Larger-font resources</li> <li>• Staff aware of implications of physical impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from sensory and physical team</li> <li>• Exam access arrangements</li> <li>• Test paper modification</li> </ul>

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