



Furrowfield Way Provision Paths

	Provision Path 1				Provision Path 2				Provision Path 3				Provision Path 4			
Description	PP1 - the effective inclusion of most pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinesthetic as well as auditory/verbal learning.				PP2 - is a specific, additional and time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to catch up to age-related expectations. PP2 interventions are often targeted at a group of children with similar needs.				PP3 - is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.				PP4 - is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This will include specialist interventions.			
Areas of Need	ASD and other neurodiverse conditions or SEMH barriers to learning Sensory Processing Disorders Communication needs				ASD and other neurodiverse conditions Mostly SEMH barriers to learning (Anxiety, school phobia) Sensory Processing Disorders Communication needs (usually around social communication)				ASD and other neurodiverse conditions Mostly SEMH barriers to learning (Anxiety, school phobia, ACEs, Historic Trauma, some absence from an educational provision) Sensory Processing Disorders Communication needs (usually around social communication)				ASD and other neurodiverse conditions Mainly SEMH barriers to learning (Anxiety, school phobia, ACEs, Historic Trauma, Prolonged absence from an educational provision) Sensory Processing Disorders Communication needs (usually around social communication)			
Attainment Level	Working at or above age-related expectations				Working just below age-related expectations				Working below age-related expectations (year 4 onwards)				Working well below age-related expectations			
	Formal				Formal +				Character & Vocational				Character & Vocational +			
	Cognition & Learning	Communication & Interaction	Sensory & Physical	SEMH	Cognition & Learning	Communication & Interaction	Sensory & Physical	SEMH	Cognition & Learning	Communication & Interaction	Sensory & Physical	SEMH	Cognition & Learning	Communication & Interaction	Sensory & Physical	SEMH
Curriculum Pathway	<ul style="list-style-type: none"> National Curriculum Teaching in a group of no more than 8 pupils Differentiated curriculum planning Scaffolding Pitched questioning Modelling of skills High expectations Success criteria Group Reading 1 hour of reading within the Key Stage 3 curriculum ICT to support learning Writing frames Support from Teaching Assistant Different learning styles are adopted Exam concessions All children's progress and attainment is assessed and tracked throughout the year Mathletics, TT Rockstars, maths with Numeracy Leader Lexia Precision Teaching Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disorders e.g. Dyslexia (SpLD) Task boards to break down tasks into manageable chunks 	<ul style="list-style-type: none"> Modelled speech/language Modelled Interaction Targeted questioning Talking partners Group work Tutor time Class visual aids and prompts Visual timetables Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better answers Opportunities for individual, pair, group or whole class working Learning environments adapted to promote engagement Social time activities Regular communication through informal and formal meetings e.g. parent's evening 	<ul style="list-style-type: none"> Adaptions to the classroom (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. Additional movement breaks School building is accessible for all Classrooms have age-appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans or group tables are used Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities Classrooms are sensory positive Accessibility plan 	<ul style="list-style-type: none"> Whole school behaviour policy School & class rules PSHE planned lessons School assemblies Tutor time Class visual timetable Activity time Visual reward systems Whole school Point system Time out Timers & stress relievers Emotion/social resources Positive touch Praise and high expectations certificates School council Fiddle objects Restorative approach Safe space School to home positive praise Kooth Transition support Trauma Informed approaches 	<p>PP1 Plus:</p> <ul style="list-style-type: none"> Intense (1:1) support in Reading - using Intervention packages Intense (1:1) support in numeracy – using Catch-up Numeracy Support from Educational Psychology (EP) 	<p>PP1 Plus:</p> <ul style="list-style-type: none"> Nurture group access (social skills & self-esteem) Adults role modelling appropriate speech, language, communication and interaction skills Be Kind Program Music Program 	<p>PP1 Plus:</p> <ul style="list-style-type: none"> Use of specialist equipment: <ul style="list-style-type: none"> Pencil grips Coloured overlays Lap weights Sloping boards for desks Adapted cutlery Fidget kits Weighted blankets Strategies for SpLD - Dyspraxia Wobble cushions Gross motor programs Fine motor programs 	<p>PP1 Plus:</p> <ul style="list-style-type: none"> Nurture group (social skills & self-esteem) Access to team building and group forest school Blues Program – for mental health Additional support during key lessons Be Kind Program 	<p>PP1 & PP2 Plus:</p> <ul style="list-style-type: none"> Partial Alternative Education Package (e.g. Vocational Interest) 	<p>PP1 & PP2 Plus:</p> <ul style="list-style-type: none"> Targeted work from Speech and Language therapy Targeted work from OT Referrals to outside agencies 	<p>PP1 & PP2 Plus:</p> <ul style="list-style-type: none"> Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team Individual support with self-care where appropriate Hand-activities to help eye co-ordination ICT program to develop keyboard skills Referrals to outside agencies 	<p>PP1 & PP2 Plus:</p> <ul style="list-style-type: none"> 1:1 Emotional Literacy Program (ELSA) Psychotherapy Targeted work from Emotional Wellbeing Group (CYPS) Targeted work from EP Re-integration program Young Women's Project Young Lad's & Dad's Project Birkhead's Wild Forest School Intensive support outside of the classroom Nurture Approach Referrals to outside agencies 	<p>Alternative Education Package:</p> <ul style="list-style-type: none"> The Wheels Project Learning Skills New Leaf Foundation for Good Academy 21 Birkhead's Wild Bill Quay Farm Nurture Intervention Program 			
Key Stage 4	Entry Level Qualifications Level 1 & 2 Functional Skills GCSE BTEC AQA Awards				Entry Level Qualifications Level 1 & 2 Functional Skills GCSE BTEC AQA Awards				Entry Level Qualifications Level 1 & 2 Functional Skills GCSE BTEC AQA Awards Vocational Qualifications				Entry Level Qualifications Level 1 & 2 Functional Skills AQA Awards Vocational Qualifications			
PfA	Higher Education Vocational Training Courses Project Choice Training Provider Independent living Independent work				Vocational Training Courses Project Choice Training Provider Independent living Independent work				Vocational Training Courses Project Choice Training Provider Independent living Independent work				Vocational Training Courses Project Choice Training Provider Independent living Independent work			