

Our Provision Map is split into the four areas of need in line with the SEND Code of Practice 0-25 (2014). Each area of need is split into 3 Waves of support to ensure a graduated approach to supporting children in school.

Wave 1 - MOST children (Quality First Teaching)			
<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory & Physical</u>	<u>Social, Mental and Emotional Health</u>
<ul style="list-style-type: none"> ▪ Quality Teaching with differentiated planning and delivery. ▪ A clear curriculum progression across subjects and Year Group phases. ▪ Appropriate challenge for all. ▪ Individualised oral feedback/marking informing next steps. ▪ Flexible grouping for Literacy and Maths. ▪ Differentiated Guided Reading sessions. ▪ Use of IT to enhance learning. ▪ Specialist Teaching in Music. ▪ Whole school reward system. ▪ A range of teaching approaches. ▪ Child initiated learning. ▪ Visual learning journey displays ▪ Home learning opportunities ▪ Word mats and prompt cards ▪ Regular Pupil Progress meetings. ▪ Regular monitoring of teaching quality. ▪ Termly feedback with parents. ▪ Group work to address misconceptions ▪ Over Learning/pre-teaching including the use of 'Unlocking letters and sounds interventions' ▪ Additional 1:1 reading or handwriting with a Parent Helper 	<ul style="list-style-type: none"> ▪ Visual Timetables displayed in classrooms. ▪ Talk partners ▪ Time to process information ▪ Simplified language and re-phrasing ▪ Whole School Reward Systems ▪ Outdoor learning Opportunities ▪ Chunking of instructions and tasks. ▪ Scaffolding of tasks ▪ Modelling Language for pronunciation and understanding. ▪ Voice recording equipment ▪ Structured school and class routines. ▪ Visual desk reminders and check lists ▪ Regular class circle times. ▪ Speaking and listening opportunities planned. ▪ Buddy Bench and Playtime Pals ▪ Visual, kinaesthetic and auditory teaching approaches. 	<ul style="list-style-type: none"> ▪ Active PE lessons ▪ Active playtimes and lunchtimes with the use of playtime equipment. ▪ Adapted resources e.g. pencil grips, slanted boards. ▪ Whole class movement breaks ▪ Differentiation of learning tasks and resources. ▪ Outdoor learning opportunities. ▪ Staff first aid trained ▪ Adapted IT screens. ▪ Appropriate seating. ▪ Use of a computer for writing tasks. ▪ Weighted cushions ▪ Use of specialised resources e.g. coloured filters, spring/training scissors, lower case keyboards. ▪ Disabled toilet near year 2 classes. 	<ul style="list-style-type: none"> ▪ School and British values regularly revisited, celebrated and discussed. ▪ PSHCE given high priority. ▪ Structured routines ▪ Collective class, school and playground rules. ▪ Restorative approaches. ▪ Playground games, identified zones, playground pals and buddy bench. ▪ Whole School Reward Systems ▪ Earning weekly Golden Time ▪ Pupil-led learning/differentiated learning styles. ▪ Circle Times ▪ Classroom responsibilities ▪ School Council and Eco Council ▪ Monitored school attendance and lateness. ▪ Celebration Assemblies ▪ Class Assemblies ▪ Positive Individual behaviour charts ▪ Whole school events ▪ Special class themed days

Wave 2 - SOME children (Additional or enhanced support)

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory & Physical</u>	<u>Social, Mental and Emotional Health</u>
<ul style="list-style-type: none"> ▪ Small Group LLS Phonological Awareness Programme ▪ Small Group Pre-Pat Programme ▪ Small Group Pre-teaching in: <ul style="list-style-type: none"> ○ Phonics ○ Reading ○ Maths ○ Writing ▪ 1:1 Precision Teaching x3 a week (sounds, keywords, number recognition) ▪ Additional 1:1 reading with T or T.A ▪ Reading with 'Pets as Therapy' reading dog ▪ Regular directed T/T.A group support in the classroom across English and Maths. 	<ul style="list-style-type: none"> ▪ Small Group Teaching Children to Listen Programme ▪ Small Group Wellcomm Programme ▪ Small Group Pre-teaching of new vocabulary ▪ Small Group Colourful Semantics ▪ Small Group Talk Boost ▪ Small Group play/Social skills support ▪ Social Skills Club – Lunch time ▪ Regular directed T/T.A group support in the classroom across English and Maths. 	<ul style="list-style-type: none"> ▪ Small Group OT handies and vizzies ▪ Risk management plan in place. ▪ Additional 1:1/group handwriting with T or T.A ▪ Additional movement or sensory breaks ▪ Regular directed T/T.A group support in the classroom across English and Maths. 	<ul style="list-style-type: none"> ▪ Zone leadership at Lunchtimes ▪ Social Skills Club – ELSA Lunchtime ▪ 1:1 or group Emotional Literacy support in class ▪ Transition groups ▪ Enhanced Learning breaks and reflection time. ▪ Work station ▪ Structured lunchtime ▪ Senior Leadership behaviour chart ▪ Regular Directed T/T.A group support in the classroom- settling in activities and to access learning tasks.

Wave 3 - A FEW children (Personalised support)			
<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory & Physical</u>	<u>Social, Mental and Emotional Health</u>
<ul style="list-style-type: none"> ▪ Advice from Outreach Teams ▪ Referral to Learning and Language Support. ▪ Referral to Educational Psychologist ▪ Assessment by EAL language support (REMA). ▪ Personalised curriculum ▪ Directed T.A support for 1:1 or group teaching across the curriculum. 	<ul style="list-style-type: none"> ▪ Advice from Outreach Teams ▪ Referral to Speech and Language Support. ▪ Assessment by EAL language support (REMA). ▪ Referral to Educational Psychologist ▪ Directed T.A support for 1:1/group speech and language support/social interaction. 	<ul style="list-style-type: none"> ▪ Advice from Outreach Teams ▪ Referral to Occupational Therapist ▪ Referral to the School Nurse. ▪ Structured, regular movement breaks. ▪ Personalised timetable ▪ Risk assessments for physical activities and trips. ▪ Directed T.A support for 1:1/group PE support or motor skills as directed by OT. 	<ul style="list-style-type: none"> ▪ Advice from Outreach Teams ▪ Referral and Assessment by Behaviour Support. ▪ Individual Behaviour Plan ▪ Referral and Assessment by Educational psychologist ▪ Referral to Surrey CAMHS ▪ Referral to School Nurse ▪ Social Stories ▪ Personalised school day. ▪ Additional Support for transition to Year R/Year 3 ▪ Directed T.A support for structured activities following specialist advice.

*Provision is correct at September 2023 but may be adjusted to cater for changing needs.