

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 school-based stages to ensure a graduated approach to supporting children in school.

Universal- MOST children (High Quality Teaching)			
<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Sensory & Physical</u>	<u>Social, Mental and Emotional Health</u>
- Home/ school partnership - All teaching staff are aware of and refer to the Ordinarily Available Provision guidance and the Inclusion and Needs schools service offer. - Professional external advice sought from EP, SALT, STIPs (anonymous) - Alternatives to written recording used – play projects enable children to show what they have learnt. - Continuous Professional Development for staff - High quality Teaching - Provision mapping - Child centred targeting - A clear progression of skills across subjects and Year Group phases. - Appropriate challenge for all. - Individualised feedback informing next steps. - Flexible grouping for Literacy and Maths. - Differentiated Guided Reading sessions. - Use of IT to enhance learning. - Behaviour policy. - Child initiated learning. - Visual working wall 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 support where necessary. - Blanks level questioning - Enlarged font - Individual self-regulation techniques taught / coaching and / or modelling. - Small group / 1:1 adult scaffolding - Colourful Semantics visual prompts. - Visual cues / topic word banks - Backwards chaining - Opportunities to learn through real experiences (immersive curriculum) - Precision teaching	- Home/ school partnership - All teaching staff are aware of and refer to the Ordinarily Available Provision guidance and the Inclusion and Needs schools service offer. - Professional external advice sought from EP, SALT, STIPs (anonymous) - Whole school training / CPD activities are annually monitored to raise awareness of C & I. - Whole class 'Colourful Semantics embedded across the curriculum. - Pre-warning strategies and visual to support transitions. - Hearing tested. - Additional time to process information. - Repeating information slowly. - Visual timetables displayed in classrooms. - Talk partners - Time to process information - Simplified language and re-phrasing - Behaviour policy. - 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. - Task boards and check lists - Regular class circle times. - Speaking and listening opportunities planned. - Buddy Bench and Playtime Pals - Child gesture - Child's name used to cue attention - Assemblies - Explicit teaching - Opportunities to learn through real experiences (immersive curriculum) - Restorative Practice approach - Makaton (some staff) - Social stories - Range of after school clubs	- Home/ school partnership - All teaching staff are aware of and refer to the Ordinarily Available Provision guidance and the Inclusion and Needs schools service offer. - Professional external advice sought from EP, SALT, STIPs (anonymous) - Active PE lessons - Active playtimes and lunchtimes with the use of playtime equipment. - Whole class movement breaks - Differentiation of learning tasks and resources. - Outdoor learning opportunities. - Adapted IT screens. - Use of a computer for writing tasks. - Use of specialised resources e.g. coloured filters, spring/training scissors, lower case keyboards. - Disabled toilet near year 2 classes. - Adapted access to learning i.e. seating, standing, slope boards, foot stools, pencil grips... - All classrooms have a 'Calm Corner' (concentrators / soft furnishing) - Sensory diets/ weighted toy-blanket / Move & Sit cushion - Parent partnership - Physical and Sensory support team advice - Environmental adaptations - Ear defenders - Flexible uniform - School Nurse referral - The class team receive training advice and specific recommendations regarding individual sensory and physical needs - Staff transition meetings - Carpet squares	- Home/ school partnership - All teaching staff are aware of and refer to the Ordinarily Available Provision guidance and the Inclusion and Needs schools service offer. - Professional external advice sought from EP, SALT, STIPs (anonymous) - Emotional Literacy Support Assistant (block sessions) - School and British values regularly revisited, celebrated and discussed. - PSHE given high priority. - Structured routines - Collective class, school and playground rules. - Restorative approaches. - Playground games, identified zones, playground pals and buddy bench. - Behaviour policy. - Earning rewards - Pupil-led learning/differentiated learning styles. - Circle Times - Classroom responsibilities - School Council and Eco Council - Monitored school attendance and lateness. - Celebration Assemblies - Whole school events - Special class themed days - Sand timers - Celebrations of strength - Whole school focus on supporting individual children to boost self-esteem - Child's interest is used to motivate and adapt objectives - Adult supported play opportunities at lunchtimes - Opportunities for choice - Behavioural approaches are consistent across the school (reasonable adjustments are made) - Restorative Practice approach - Play based learning - Distraction - Emotional coaching - Independent opportunities - Nurture room - Staff transition meetings - Social stories - Colour Monster emotional coaching - Whole class rewards

Targeted - 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>
- Home/ school partnership - Professional external advice sought from EP, SALT, STIPs - Metacognition is taught to help the child develop awareness of how they learn and effective strategies - Small Group Pre-teaching in: - Phonics - Reading - Maths - Writing 1:1 / group Precision Teaching - Additional 1:1 reading - Reading with 'Pets as Therapy' reading dog (term block) - Regular directed pre/post teaching / over learning 1:1 / group - Small Group Colourful Semantics - Alternative recording equipment / methods of recording - Attention Bucket provision 1:1 support - Individual Support Plan (SMART targeted provision) termly working document reviews / parent meetings.	- Home/ school partnership - Professional external advice sought from EP, SALT, STIPs - Small Group Pre-teaching of new vocabulary - Small Group Colourful Semantics - Small Group play/Social skills support - Regular directed 1:1/group support in the classroom across English and Maths. - Lego Therapy - Individual timetables - Task boards - Communication Champion (trained member of staff) - Attention Bucket provision	- Home/ school partnership - Professional external advice sought from EP, SALT, STIPs - Sensory Circuit - Deep pressure techniques (trained staff) - Food hierarchy provision - Risk management plan in place when needed. - 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. - Gross motor skills provision - Fine motor skills provision - Alternative recording equipment / methods of recording - Sensory diet	- Home/ school partnership - Professional external advice sought from EP, SALT, STIPs - Playtime Pals at Lunchtimes 1:1 or group Emotional Literacy support (ELSA) - Transition groups - Comic Strip Conversations - Work station - Structured lunchtime - Behaviour chart - Regular Directed T/T.A group support in the classroom- settling in activities and to access learning tasks. - Social skills group - Outreach services - Individual reward system

Specialist- 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>
- Home/ school partnership (regular meetings) - Referrals to Outreach Teams - 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. - Outreach services referral	- Home/ school partnership (regular meetings) - Referrals to Outreach Teams - Referral to Speech and Language - Assessment by EAL language support (REMA). - Referral to Educational Psychologist - Directed T.A support for 1:1/group speech and language support/social interaction. - Speech and Language Therapy individual provision (SALTA / Sch staff) - Daily home/ school communication book - Adult support during playtimes - Outreach services referral	- Home/ school partnership (regular meetings) - Referrals to Outreach Teams - Referral to Occupational Therapist - Referral to the School Nurse. - Sensory diet - 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. - Outreach services referral - Individual Health Care Plan	- Home/ school partnership (regular meetings) - Referrals to 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. - Reading with 'Pets as Therapy' reading dog (annual block) - Individual behaviour plan - Individual reward system - Key Stage 2 individual transition plan - Outreach services referral 'Mindworks' referral - Individual provision for external school trips