

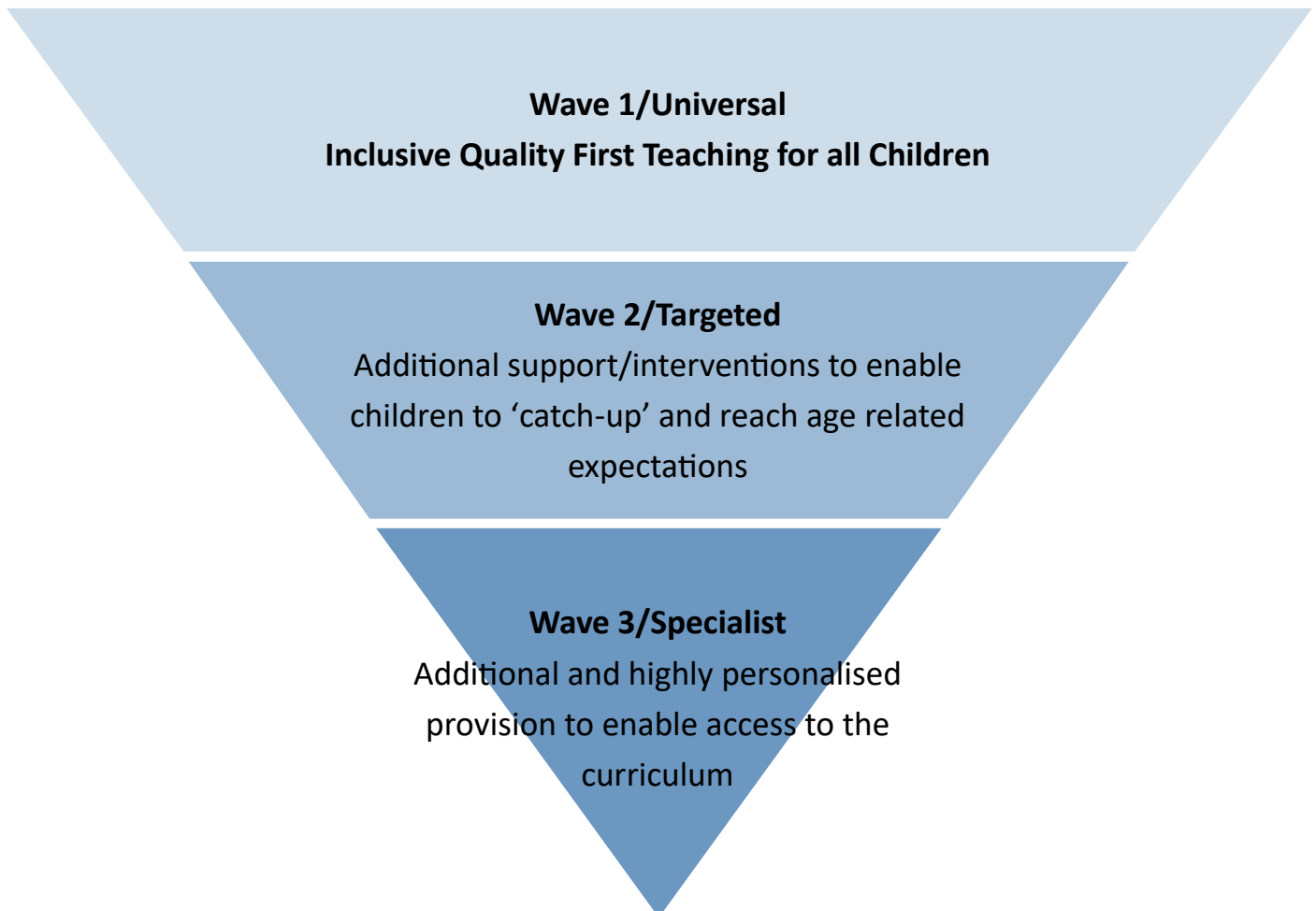


Denmead Infant School

Provision Map



This provision map outlines the range of support that some children may require from time to time. The provision map matches the three wave outlines within the SEN Code of Practice and is then applied to each of the four categories of need, also from the SEN Code of Practice.



Wave 1 describes quality first inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes the provision of differentiated learning, variation of tasks and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Children receiving this level of support may be placed on the SEND Register at SEN Support level.

Wave 3 describes targeted provision that is needed for a few children where it is necessary to provide highly personalised intervention to accelerate progress or enable children to reach their personal targets. This may include one-to-one or specialist interventions, or support from external agencies. Children will be on the SEND Register at either SEN Support level or they may have an Education, Health and Care Plan.

Communication and Interaction

Wave 1/ Universal Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • Additional processing time • Differentiated planning • Embedded teaching of qualities of learning superheroes • Group work • Key words/word bank • Modelled interaction • Modelled speech/language • PSHE lessons • School council • Simplified language • Structured school and class routines • Talk partners • Targeted questioning • Transition support when starting school or moving to a new class • Visual class timetable/aids in classrooms 	<ul style="list-style-type: none"> • Emotional Literacy Support through our trained assistant (ELSA) • Speaking and listening skills group (often linked to Language Link) • Nursery or Reception Narrative Programme • Personalised visual timetable and other resources • Pre-teaching of key vocabulary (linked to key vocabulary needed for different curriculum areas) • Checklists and interventions from Solent Children’s Therapy Pack 	<ul style="list-style-type: none"> • Early Help assessment • Outreach support (e.g. from Riverside Special School) • Personalised individual timetables/resources • Regular speech and language therapy (following programmes provided by NHS Speech and Language Therapist) • Specialist IT equipment (e.g Clicker) • Targeted intervention and regular consultation outside agencies including • Educational Psychologist (EP), • GP/paediatrician • Speech and Language Therapy (SALT) • (if children have a speech sound difficulty only, they will not necessarily be placed on the SEN register)

Cognition and Learning

Wave 1/ Universal Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • A broad a balanced curriculum with carefully differentiated learning and appropriate task variation • Careful attention paid to the small steps in each learning journey • Challenging learning opportunities for all • Opportunities to revisit previous learning and to develop memory skills • Well organised learning environments leading to independence for children • Progress meetings 	<ul style="list-style-type: none"> • Additional assessment by SENCO/outside agencies • Additional visual aids/ resources • Additional reading, often 1:1 • Small group targeted support to close gaps in core subjects e.g. phonics, number fluency, spelling • Use of Hampshire small steps curriculum to plan provision in reading, writing or maths • Precision teaching • Pre-teaching 	<ul style="list-style-type: none"> • Directed additional adult support to access curriculum • Precision teaching • Regular involvement and support/interventions from outside agencies e.g. EP or SALT • Regular meetings with parents and class teacher/ SENCO

Cognition and Learning (continued)

Wave 1/ Universal Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • Supportive learning displays • Clear scaffolding and modelling of skills • Appropriate questioning • Effective feedback and marking; opportunities to edit work • Regular feedback to parents • Regular home learning • Rigorous tracking and analysis of data • Targeted additional adult support Regular Pupil Progress meetings 	<ul style="list-style-type: none"> • Targeted adult support in lessons, either for an individual or a group 	

Sensory and/or Physical Needs

Wave 1 Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • Adapted resources – large font, coloured paper & overlays etc • Adaption to the classroom (when appropriate) • Yellow paint for highlighting edges of steps, kerbs etc. • Additional training for staff provided to meet physical needs as appropriate • Appropriate seating for all • Carpet spaces • Disabled ramps • Disabled toilet facilities • Educational visits away from the school site are carefully planned to ensure all children can access them • Fine motor skill activities such as – peg boards, putty, cutting etc • Gross motor skill development promoted in EYs and through PE curriculum 	<ul style="list-style-type: none"> • Additional handwriting support • Additional movement breaks • Carpet spots/cushions • Enlarged texts • Fiddle tools • Individual health care plans and risk assessments • Checklists and interventions from Solent Children’s Therapy Pack • Fine motor groups/1:1 support (Clever Hands) • Gross motor groups/1:1 using (Clever Bodies) Movement and sensory breaks • Heavy work • Sloping boards for desk • Specialist resources (e.g lap weights, wobble cushions & fidget tools, writing slopes) • Targeted adult support 	<ul style="list-style-type: none"> • Directed adult support time to enable access to the curriculum • Individual support with self-care/lunchtimes/ • Physical and Sensory Support Service, Physiotherapy, Outreach Team & School Nurse Team • Risk assessment and reasonable adjustments made to the learning environment • Specialist ICT equipment in school/home • Targeted programmes/ interventions from outside agencies (i.e. Occupational Therapy)

Sensory and/or Physical Needs (continued)

Wave 1 Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • Medical support • Physical skills are developed through the PE curriculum and clubs • Staff are trained in basic first aid • Suitable equipment such as pencil grips, scissors etc 		

Social, Emotional and Mental Health

Wave 1 Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none"> • Whole school behaviour policy, linked to behaviour mascot Kindy • Assemblies and classroom routines to reinforce positive values, behaviour and attitudes to learning • Positive reinforcement of expectations with class working towards shared reward through e.g. marble in the jar • Regular training for all staff from Ed Psych and Primary Behaviour Support Service for e.g. de-escalation, positive behaviour management strategies • Celebration assemblies • Class visual timetable • Class and playground rules • Weekly PSHE lessons linked to SCARF curriculum • Additional PSHE activities from SCARF aimed at resolving individual/group issues linked to e.g. friendships 	<ul style="list-style-type: none"> • Additional support at playtime/lunchtime • ELSA groups and some 1:1 ELSA work • Individual reward system • Individual Social Stories • Transition support 	<ul style="list-style-type: none"> • 1:1 Emotional Literacy Programme (ELSA) • ASD strategies (e.g. individualised workstation) • Referral to and support from CAMHS • Focused transition support • Home-School book • Individual behaviour plan • Individual reward system • Outreach support (e.g. The Waterloo School) • Social stories • Targeted work from outside agencies i.e. Primary Behaviour Support team

Social, Emotional and Mental Health (continued)

Wave 1 Quality First Teaching for ALL children	Wave 2 Catch up/additional provision for some children	Wave 3 High level of personalised provision for few children
<ul style="list-style-type: none">• Cohesive Relationships and Health Education curriculum• Children elect peers to roles of responsibility including the School Council• Open door policy with regular feedback to parents• Poor/late attendance monitored• Safeguarding policy followed by all staff rigorously and all have up to date training• Some staff are trained in the use of Team Teach• Use of strategies such as time out/ timers		