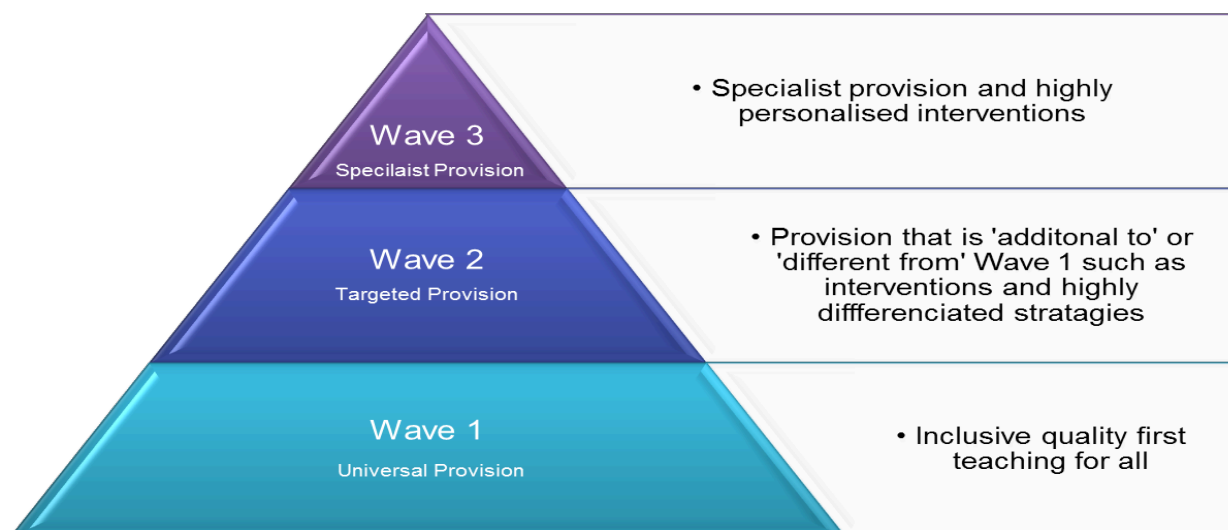


Whole School Provision Map 25-26



Learning Environment

Wave 1- Universal Offer	<ul style="list-style-type: none"> • Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) • Calm and purposeful environments for children to thrive in • Visual resources easily accessible • Dyslexia-friendly resources where appropriate • Resources are readily available and differentiated according to need • Modelling handwriting to showcase expectations consistently • A range of multi-sensory resources are used within and across lessons • All areas of the site are accessible through ramps • Working walls used to support vocabulary development • Whole class visual timetables displayed to support familiar routines • Calm areas in each classroom • Outdoor learning and natural resources are used when appropriate to support the use of soft fascinations • Pictures used for labelling – especially EYFS and KS1
Wave 2 Targeted Support	Break out spaces for children who need more time and space to regulate <ul style="list-style-type: none"> • Alternative provision at lunchtime
Wave 3 Specialist Send	Now and Next boards used to support sequencing, reduce anxiety and visible at all times <ul style="list-style-type: none"> • Visual feedback prompts to show the child has understood – e.g. traffic lights,

Support	<p>faces, emojis</p> <ul style="list-style-type: none"> • Task sheets/whiteboards to break down the information within instructions. <p>This is to support independence</p> <ul style="list-style-type: none"> • Calm spaces for individuals in some classroom spaces where needed • Outdoor learning and spaces are used to support children • Sensory circuits set up outside, in the hall or classroom spaces • Workstations for children with autism or individual needs to reflect special interests • Access to the sensory spaces • Visuals on lanyards and/or objects of reference used to support transitions
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COGNITION AND LEARNING DIFFICULTIES

Wave 1- Universal Offer	<ul style="list-style-type: none"> • High expectations for all of our pupils • Clear learning outcomes • Clear steps within lesson to scaffold and support • Teaching of key concepts and language to support progress • Differentiation to support children's access to key skill development • Use of a range of resources to support (concrete objects, images, sequencing, kinaesthetic etc.) • A clear focus on talk, modelling and independent learning in each lesson • High quality modelling and use of good examples to aid memory and support expectations • Explicit teaching of keyboard skills • English is planned around the use of high quality texts to develop a real love of reading • High quality 'on the spot feedback' and corrective teaching to ensure that all children make progress • Ongoing teacher assessment for, and of, learning • Clear targeted questioning/reframing of questions as appropriate • Repetition of core concepts • Chunking of key tasks • Key word lists • Instructions broken down and check ins • Little Wandle phonics programme is used to ensure that every child is a reader by the end of Year 1.
Wave 2 Targeted Support	<p>Handwriting support and guidance</p> <ul style="list-style-type: none"> • Same Day Interventions in order to ensure pupils catch up and stay up • Little Wandle Keep Up intervention • Daily readers
Wave 3 Specialist Send Support	<ul style="list-style-type: none"> • Pre-teach sessions • Personalised provision targeted work • EHCP Assessment/Process

	<ul style="list-style-type: none"> • Individualised resources • Access Arrangements • Use of a laptop/ assistive technology • Memory strategies • Speech and Language Therapy <p>Wave 1 Universal Offer Wave 2 Targeted Support Wave 3 Specialist SEND Support</p> <ul style="list-style-type: none"> • IEP Target achievement • EHCP outcome achievement • EHCP annual reviews • Little Wandle SEND Scheme • Objects of reference • Visual cue cards <p>Workstations</p>
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COMMUNICATION AND INTERACTION

Wave 1- Universal Offer	<ul style="list-style-type: none"> • A rich language culture and climate across school • Lessons built around talk and oral rehearsal • Peer coaching and assessment • Oracy used in lessons • Reading aloud time (intonation and expression) • Drama and role play planned into teaching sequences • Collaborative learning across the curriculum • Regular talk time sessions • Visual images • Active listening strategies • Careful seating plans • • Little Wandle phonics which focuses on correct formation of sounds and blending
Wave 2 Targeted Support	<p>Small group work sessions to develop interaction skills</p> <ul style="list-style-type: none"> • Small group speaking and listening sessions • Social skills groups (Positive Me sessions) • Transition support • Socialising in a supportive environment. • SALT small group sessions • Wellcomm • Nessy • LEGO Therapy <p>Toe by Toe</p>
Wave 3 Specialist Send Support	<p>SALT sessions</p> <ul style="list-style-type: none"> • EHCP Assessment/Process • Individualised resources • Access Arrangements

	<ul style="list-style-type: none"> • Use of a laptop/ assistive technology • IEP/Target achievement • EHCP outcome achievement • EHCP annual reviews
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SOCIAL, EMOTIONAL AND MENTAL HEALTH

<u>Wave 1- Universal Offer</u>	<ul style="list-style-type: none"> • A culture and climate based on positivity and nurture • Careful seating plans • Carefully planned collaborative work • Praise is specific and named • Pupil jobs to raise self-confidence and responsibility • A staff team who see each child as unique and find their hidden talents • Calm areas in school to support self-regulation • Visual timers used to support regulation • Secure, trusting relationships between all adults and children • Regular talk time to support collaboration • One Decision PSHE curriculum built around core values to support explicit teaching • Clear rewards and sanctions to support choice and consequences • Clear rewards systems • Use of parental and home contact • RSE policy and programme • Opal Play • Visual timetable to support familiar routines <p>Happiness Hub</p>
<u>Wave 2 Targeted Support</u>	<p>Focused sessions with staff for friendships, collaboration skills and understanding emotions</p> <ul style="list-style-type: none"> • Sensory Breaks • Social groups (Positive Me) • Wellbeing groups • Emotional zone of regulation teaching and support
<u>Wave 3 Specialist Send Support</u>	<p>Reasonable adjustments to the behaviour policy</p> <ul style="list-style-type: none"> • Regular check-ins from key staff • Educational Psychologist input and recommendations • Social worker input • Specialist Teacher support • Personalised provision and strategies • Risk assessments for individual children • Bespoke and reduced timetables

	<ul style="list-style-type: none"> • Liaison with the School Nurse Team • Virtual School liaison • Sensory circuits <p>Wave 1 Universal Offer Wave 3 Specialist SEND Support</p> <ul style="list-style-type: none"> • CAMHs support • EMHP (Educational Mental Health Practitioners) support and workshops • EHCP Assessment/Process • IEP Target achievement • EHCP outcome achievement • EHCP annual reviews
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SENSORY AND/OR PHYSICAL NEEDS

<u>Wave 1- Universal Offer</u>	<p>Real life sensory experiences built into planning and the curriculum</p> <ul style="list-style-type: none"> • Pupil copies of work are of an appropriate size and font • Use of appropriate font • Handwriting lines to support effective transcription • Tasks steps and sequences clear • Careful seating plan • Facing students when you are talking to them • Repeating information • Use of visual prompts • Enlarging information • Changing font size as appropriate • Pupils have access to appropriate equipment e.g. manipulatives in Maths and pencils grips • All areas of the site are accessible through ramps
<u>Wave 2 Targeted Support</u>	<ul style="list-style-type: none"> • Handwriting sessions (Write from the Start) • Sensory circuits • Attention Autism Sessions • Musical Interaction • Dough Disco
<u>Wave 3 Specialist Send Support</u>	<p>Personalised provision e.g. writing slopes, pencil grips, wobble cushions</p> <ul style="list-style-type: none"> • Occupational Therapist support • Sensory circuits • Specialist hearing equipment • Specialised medical care/intimate care • Specific Physio and OT programmes • Modifying resources for the visually impaired • Bespoke timetables • Support around the site • Half termly visits from HI/VI advisory teachers • EHCP Assessment/Process • IEP Target achievement

	<ul style="list-style-type: none">• EHCP outcome achievement• EHCP annual reviews
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