



## Bagshot Infant School Whole School Provision Map

Dear Reader,

A provision map shows what the school intends to do to support children's learning and practices that may be adopted when additional support is required.

We are constantly trying to make this document accessible and understandable to all readers. If you find anything you are unsure about, please inform the school and we shall aim to rectify this. Your information helps us be more supportive.

After each acronym and some specific words, there is a \* to denote further explanation can be found in the glossary.

### Graduated Approach

At Bagshot Infant School, we follow a graduated approach to supporting those with SEND. We begin with Quality First Teaching or WAVE 1 support. Where this is not having enough impact, we then move on to small group interventions and short term interventions to support learners. WAVE 3 support is used where both of these models need further adaptation so support a learners individual needs.

### Waves of Support

Provision is defined under three 'waves of support'. This ensures children receive the right level of support based upon their current needs.

WAVE1 = What should be on offer to all children, the effective inclusion of all pupils in high-quality everyday personalised teaching.

WAVE2 = Targeted catch up provision for groups to 'put children back on course'.

WAVE3 = Deeper intervention, offering a more personalised solution, sometimes one to one.

### Areas of need

Special Educational Needs are categorised under four headings. These categories are explained in more detail in our SEND policy. Here is a brief break down of their meanings.

**Cognition and Learning:** for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, Emotional and Mental Health:** for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

## Bagshot Infant School Whole School Provision Map

**Speech, Language and Communication** (also known as Communicating and interacting):for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

**Physical and Sensory:** for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

### WAVE 1- Quality First Teaching (Happening in every classroom)

#### Cognition and Learning

Supportive and stimulating classroom environment  
 Learning prompts on walls and on desks in resource packs  
 Engaging displays  
 Teaching Assistant support in class  
 Thinking time  
 Partner talk  
 Mini whiteboard work  
 Mixture of practical, verbal and written recording  
 Regular monitoring of lessons  
 Planned seating

#### Social, Emotional and Mental Health

Whole school positive behaviour system  
 Stickers, golden cards and certificates  
 Expectations are clear  
 Class charters  
 PHSE\* curriculum  
 Informal circle time  
 Good transition support  
 Adult led playground activities  
 Golden time  
 Pupil voice



## WAVE 1- Quality First Teaching (Happening in every classroom)

<p><u>Language and Communication</u>  in each classroom  ... support to read instructions and assist with clarification  Visual prompts  ICT used when necessary  Additional time for some tasks  Strategies to promote listening  Paired and small group work  Partner talk</p>	<p><u>Physical and Sensory</u>  Sensory room and soft play area  Sensory resources provided  Audits of space and accessibility to different areas  Specialist equipment used on a regular basis  Staff trained in supporting with physical needs  Adapted curriculum  Use of ICT support where necessary  Positive ethos to all needs and expectation of respect and tolerance.</p>
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### Bagshot Infant School Whole School Provision Map

## WAVE 2- Additional learning support including small group interventions

<p><u>Cognition and Learning</u>  Smaller groups for phonics  Literacy support groups based upon Early Literacy Support and FFT* reading support  Numeracy support groups based upon Firstclass@number*  Some 1:1 targeted work</p>	<p><u>Social, Emotional and Mental Health</u>  Communication books  Personal learning contracts  Promotion of independent support skills  ELSA* support  1:1 teacher/ TA* time where necessary.</p>
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## WAVE 2- Additional learning support including small group interventions

### Language and Communication

Language support assistant working in reception class  
Speech and Language extra support groups

Advice from specialists acted upon within the classroom.

### Physical and Sensory

Occupational Therapy groups  
Physiotherapy programmes followed in class  
Use of soft play and sensory room  
ICT support and equipment  
Fine motor skills groups

## Bagshot Infant School Whole School Provision Map

## WAVE 3- Individual Specific Targeted Support

### **WAVE 3- Individual Specific Targeted Support**

Cognition and Learning

Individual assessments and targeted progress  
 Individual support in class  
 Individual out of class teaching from specific skills  
 Additional 1:1 reading  
 Access to LLS\* and EP\* consultations and support  
 TEACHH\* trays

Social, Emotional and Mental Health

1:1 ELSA\* support sessions  
 Personal behaviour support plan  
 Personal behaviour risk assessments  
 1:1 assistant support  
 Playground support including the modelling of play\*  
 Now and Next\* cards to support timetable  
 Curriculum adaptations  
 Access to BSS\* and EP\* support

Speech, Language and Communication

1:1 Speech and Language sessions  
 PEC's Pictorial Exchange Cards programme\*  
 Visual cues  
 Access to SaLT\* and EP\*

Physical and Sensory

Disabled toilets  
 Wheelchair access to all areas of school  
 Support with toileting  
 Physiotherapy sessions  
 Adapted resources for curriculum and learning  
 1:1 support where needed  
 2:1 support for physical activities with risk  
 Sensory diet programmes  
 Timetable to equipment use to support development

Provision in all waves is constantly monitored and updated. This list is ever updated based on the needs to the children in our school at the time. All new provision is reviewed and training takes place to support our staff in their use. If your child needs a provision that you cannot see on this list, please talk to the SENCO\* or Headteacher about the possibilities of implementation.

**Bagshot Infant School- Whole School Provision Map**

**Glossary of Acronyms and Terms**

ASC= Autistic Spectrum Condition. Also known as ASD Autistic Spectrum Disorder. They are both general terms for a group of complex disorders of brain development.

BSS = Behaviour Support Service. This is a service provided by Surrey County Council. One of the teachers or assistants on their team will work with the school to identify patterns in behaviour, triggers and work on approaches to support behaviour needs.

ELSA= Emotional Literacy Support Assistant. A member of our staff, Mrs Winter, is a trained ELSA. Her role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

EP= Educational Psychologist. Educational psychologists are applied psychologists working both within the educational system and in the community. They are concerned with children's learning, well-being and development. They have skills in a range of psychological and educational assessment.

FFT= Fischer Family Trust. This organisation have created a range of intervention programmes to support children who require extra support with reading or writing.

First-class@number= This is a maths intervention programme based on improving children's number work skills. It highlights gaps in learning and aims to cover learning that has not been retained.

LLS= Language and Literacy Support. This is a service provided by Surrey County Council. Specialist teachers assess a children's understanding of language and LLS assistants work with some children for a period of time to revisit learning that has not been retained.

Modelling of Play= Showing children how to play with different equipment and others in a socially acceptable way.

Now and Next= Used with pictures to help a child break their day down into manageable chunks. The next activity is an incentive to undertake the activity shown now. Mainly used with children with ASC\* and Social, Emotional and Mental Health Needs.

PHSE= Personal, Health and Social Education.

SaLT= Speech and Language Therapist/Therapy. A specialist therapist from Virgincare will work with, plan intervention for and diagnose Speech and Language difficulties.

TA= Teaching Assistant

TEACHH= TEACCH developed the intervention approach called "Structured TEACCHing", an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing, and difficulties with social communication, attention, and executive function.