



## 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 as part of Surrey County Council's SEND Profiles of Need. We begin with Quality First Teaching or **WAVE 1 support**. Where this is not having enough impact, we move on to small group interventions and short-term interventions to support learners, **WAVE 2**. **WAVE 3** support is used where both of these models need further adaption so support 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.

**WAVE 1** = What is on offer to all children, the effective inclusion of all pupils in high-quality everyday personalised teaching.

**WAVE 2** = Targeted catch up provision for groups to 'put children back on course'.

**WAVE 3** = 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 learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with



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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For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

### **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)	
<b><u>Cognition and Learning</u></b> 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 Mini plenaries*	<b><u>Social, Emotional and Mental Health</u></b> Whole school positive behaviour system Stickers, golden cards and certificates Expectations are clear Class charters PHSE* curriculum (Jigsaw) Informal circle time Good transition support Adult led playground activities Pupil voice Reward times Nurture embedded throughout the curriculum



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WAVE 1- Quality First Teaching (Happening in every classroom)	
<p><b><u>Speech, Language and Communication</u></b></p> <p>Visual timetables in each classroom            TA* 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><b><u>Physical and Sensory</u></b></p> <p>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>

WAVE 2- Additional learning support including small group interventions	
<p><b><u>Cognition and Learning</u></b></p> <p>Smaller groups for phonics            Literacy support groups based upon Little Wandle Letters and Sounds Revised            Numeracy support groups based upon Firstclass@number*            Some 1:1 targeted work</p>	<p><b><u>Social, Emotional and Mental Health</u></b></p> <p>Communication books            Personal learning contracts            Promotion of independent support skills            Daily Reward Charts            ELSA* support            1:1 teacher/ TA* time where necessary.</p>
<p><b><u>Speech, Language and Communication</u></b></p> <p>Speech and Language trained Teaching Assistant            Speech and Language extra support groups            Advice from specialists acted upon within the classroom.</p>	<p><b><u>Physical and Sensory</u></b></p> <p>Occupational Therapy groups            Physiotherapy programmes followed in class            Use of soft play and sensory room            ICT support and equipment            Fine motor skills groups</p>



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WAVE 3- Individual Specific Targeted Support	
<p><b><u>Cognition and Learning</u></b></p> <p>Individual assessments and targeted progress</p> <p>Individual support in class</p> <p>Individual out of class teaching from specific skills</p> <p>Additional 1:1 reading</p> <p>Access to LLS* and EP* consultations and support</p> <p>TEACHH* trays</p>	<p><b><u>Social, Emotional and Mental Health</u></b></p> <p>1:1 ELSA* support sessions</p> <p>Personal behaviour support plan</p> <p>Personal behaviour risk assessments</p> <p>1:1 assistant support</p> <p>Playground support including the modelling of play*</p> <p>Now and Next* cards to support timetable</p> <p>Curriculum adaptations</p> <p>Access to BSS* and EP* support</p>
<p><b><u>Speech, Language and Communication</u></b></p> <p>1:1 Speech and Language sessions</p> <p>PEC's Pictorial Exchange Cards programme*</p> <p>Visual cues</p> <p>Access to SaLT* and EP*</p>	<p><b><u>Physical and Sensory</u></b></p> <p>Disabled toilets</p> <p>Wheelchair access to all areas of school</p> <p>Support with toileting</p> <p>Physiotherapy sessions</p> <p>Adapted resources for curriculum and learning</p> <p>1:1 support where needed</p> <p>2:1 support for physical activities with risk</p> <p>Sensory diet programmes</p> <p>Timetable of equipment used to support development</p> <p>Personal eating and dietary introduction plans</p> <p>Horse-riding with the RDA</p>



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Provision in all waves is constantly monitored and updated. This list is updated based on the needs of 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 Inclusion Lead 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 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.

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.



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PHSE= Personal, Health and Social Education.

Plenaries= recapping the learning, reviewing your work, deciding how to improve. Takes place at the end of the lesson (plenary) but also during the lesson, this is known as mini plenaries

SaLT= Speech and Language Therapist/Therapy. A specialist therapist from Surrey County Council 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.