



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. Decisions relating to provision for individual children will be made by the school based on professional judgement of needs and taking account of other factors such as availability of specific provision.

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.



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For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.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



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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
Mini plenaries*

Speech, Language and Communication

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

Social, Emotional and Mental Health

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

Physical and Sensory

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.



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WAVE 2- Additional learning support including small group interventions

Cognition and Learning

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

Social, Emotional and Mental Health

Communication books
Personal learning contracts
Promotion of independent support skills
Daily Reward Charts
ELSA* support
1:1 teacher/ TA* time where necessary.

Speech, Language and Communication

Speech and Language trained Teaching Assistant
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



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WAVE 3- Individual Specific Targeted Support	
<p><u>Cognition and Learning</u> 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 TEACCH* trays</p>	<p><u>Social, Emotional and Mental Health</u> 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</p>
<p><u>Speech, Language and Communication</u> 1:1 Speech and Language sessions PECs Pictorial Exchange Cards programme* ALDs (Aided Language Displays) AAC (Augmentative and Alternative Communication) devices Visual cues Access to SaLT* and EP*</p>	<p><u>Physical and Sensory</u> 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 of equipment used to support development Personal eating and dietary introduction plans Horse-riding with the RDA</p>

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.



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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.

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



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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

TEACCH= 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.