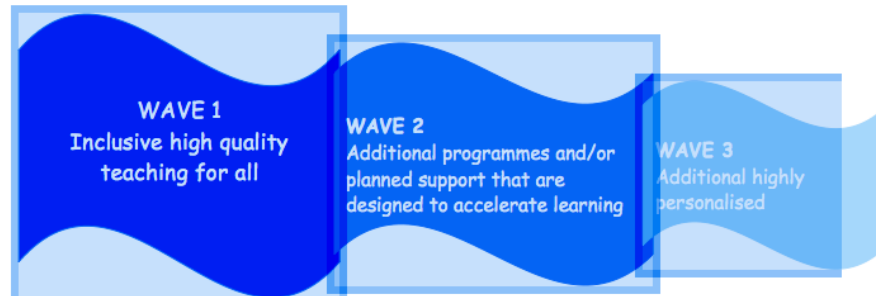




Busbridge CE Junior School Whole School Provision Map

*Enabling ALL children to feel **success** and develop **independence***



Wave 1 – Teaching is planned at an appropriate level so that all children can make progress from their starting points and achieve success. Whole class work will be differentiated to meet the needs of all learners.

Wave 2 - If a child is not making progress in line with their peers, additional support or intervention may be needed.

Wave 3 – If additional support has not accelerated learning, then a more personalised approach is taken.

Core Provision / Wave 1

Cognition and Learning

Differentiated curriculum planning and delivery.
 Engaging and meaningful learning activities.
 Use of specific objectives and outcomes for lessons - these may be in the form of WALTs or Enquiry Questions
 Stimulating and supportive learning environment.
 Skilful use of questions.
 Referral system in place to identify concerns
 Effective use of visual aids and modelling.
 Using dyslexic friendly strategies to support learning (eg.coloured acetate, easier to access font, use of pastel backgrounds on smartboards and assembly presentations).
 Use of word mats and vocabulary books.
 Appropriate use of writing frames, adapted to meet specific needs.
 Effective use of resources by trained staff (Numicon, Dienes blocks).
 Effective transition processes
 Flexible seating arrangements to maximise learning (hearing, seeing, ability).
 Regular assessment and tracking of pupil progress.
 Varied and relevant trips to support classroom learning.

Communication and Interaction

Visual timetables in all classrooms.
 Use of talk partners in the classroom.
 Repeating questions back to children.
 Modified language input.
 Mind mapping new concepts.
 Use of visual resources.
 ICT and use of whiteboards.
 Modelling and extending language concepts.
 Effective transition processes
 Language rich environment
 Vocabulary books
 Vocabulary display
 Additional processing time given when needed
 Answering questions support
 Instructions written down
 Opportunities for verbal rehearsal before writing
 Flexible seating arrangements to maximise learning (hearing, seeing, ability).
 Visual feedback to children's work

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| <p>Use of different and varying learning styles. Specific individual targets which are shared and reviewed with pupils Use of pre teaching Use of talk partners to allow oral rehearsal of work as well as work with peers of all abilities Use of brain breaks / functional movement breaks Visual feedback to children's work Visual self-assessment tools for children to use Teaching of transferable skills, such as hold a sentence, to help children construct sentences for their oral and written work. Provision of additional processing and planning time</p> | <p>Visual self-assessment tools for children to use</p> |
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| <p><u>Social, Emotional and Mental Health</u> Whole school behaviour policy and practice. PSHE curriculum, including circle time taught in class with class teacher. Attendance monitored by school and if necessary, support from the Inclusion Officer (IO) Access to year group trips and events. Daily assemblies. School houses and house point system. Playground games and playleaders. Effective use of Buddy system. Quiet area Home School Link Worker (HSLW) support ELSA support from our Emotional Literacy Support Assistant Nuture room available at break and lunchtimes Worry box in each class Trick Box – our whole school well-being approach</p> | <p><u>Physical, Medical and Sensory</u> Adjustments in the classroom – for example seating positions to meet a child's individual needs Lunchtime sports clubs run by teaching staff. Wheelchair access available. Flexible teaching arrangements e.g. pencil grips, pens. Staff Continued Professional Development (CPD). School lunches adapted to meet specific dietary needs Teaching matched to children's learning styles. Brain gym breaks used in classroom. Display to celebrate children's work. Resources for concentration – spaghetti balls, sensory cushions, blu tack, chewlery, Theraputty, THERABANDS, slope cushions, writing slopes . Varied extra-curricular activities – sport, music, drama linked to specific interests.</p> |
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Targeted/ Enhanced/ Wave 2

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| <p><u>Cognition and Learning</u> Learning assistant training in specific interventions and strategies E.G Little Wandle (Phonics) Success @ Arithmetic (Maths) Precision teaching, Multi-sensory spelling programmes – Precision Teaching Access to Surrey Learning and Language support. Access to advice from Education Psychologist. Access to Surrey Behaviour support. Staff Continued Professional Development (CPD). LSA (learning Support Assistant) training in specific interventions and strategies. Booster groups SEND support plans School tracking of pupils' progress in specific interventions on termly basis. Targeted interventions for groups which might include, listening skills and handwriting. Access to ICT to support recording and learning. ELKAN trained Teaching Assistant Scribes and readers available for support in class and during assessments</p> | <p><u>Communication and Interaction</u> Staff Continued Professional Development (CPD). Speech and language targets delivered by LSA (learning Support Assistant) trained in Language development. Learning assistant training in specific interventions and strategies. Liaison with external professional agencies, e.g. Speech and Language Therapists. Use of task boards and now/next boards Social skills board games Social stories and comic strip conversations Use of assistive technology Touch typing Screen shots of teachers plans and interactive whiteboard slides for LSA to adapt the lesson to a specific individuals needs SALT support and recommendations ELSA support</p> |
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Social, Emotional and Mental Health

Social skills and transition groups and access to Emotional Literacy Support Assistant (ELSA).
Behaviour management plans.
Self esteem groups.
Access to Home School Link Worker support
Staff Continued Professional Development (CPD).
Learning assistant training in specific interventions and strategies.
School tracking of pupils' progress in specific interventions on termly basis
Personalised programmes of activities at lunchtimes
Home school communication book
Use of Zones of Regulation of 5 point scale to help a child manage their emotional regulation

Physical, Medical and Sensory

Opportunity to access Occupational Therapy (OT) or the Physical and Sensory Support Services (PSSS).
Staff Continued Professional Development (CPD).
Learning assistant training in specific interventions and strategies.
Monitoring safety in practical lessons and PE with adjustments made where necessary
Physical and Sensory Support Services handwriting and touch typing programmes.
Reduction of over- stimulation E.G Ear defenders, screens around workstations
Support through the OT School's pack including programs such as Fizzy Kids modules to support children with fine and gross motor, balance and co-ordination.

Personalised/ Specialist / Wave 3

Cognition and Learning

SEND support plans
Access to Surrey Language and Literacy support.
Access to Education Psychologist.
If applicable, specific support from a LSA (learning Support Assistant)

Speech, Language and communication

Access to Autism Outreach (Freemantles)
Access to parent support group for Autism, (ASD).
Home – school communication books for individuals.
Refer to and support from Speech and Language Therapy.
If applicable, specific support from a LSA (learning Support Assistant)
1:1 Social skills intervention
Residential trip support
Access to Lego Therapy sessions

Social, Emotional and Mental Health

Personalised behaviour management plans.
Individual support from ELSA
Individual therapy including Art therapy
Access to LEA Education Psychologist.
Access to Surrey STIPS team
Multi Agency work with Children's Services
Liaisons with school nursing team.
Access to Midday supervisor support.
Personalised risk assessments.
Access to Home School Link Worker
Individual chill out time/ sensory breaks
Access to Transition support.
Access to nurture room provision
If applicable specific support from a LSA (learning Support Assistant).
Access to CAMHS (Child and Adolescent Mental Health Service)
Access to the school Primary Mental Health Nurse

Physical, Medical and Sensory

Opportunity to access Occupational Therapy (OT) or the Physical and Sensory Support Services (PSSS).
Wheelchair access.
Individual Medical Healthcare plan.
Equipment for special needs purchased when needed.
Access to a school nurse.
If applicable, specific support from a LSA (learning Support Assistant)
Specified therapeutic support programmes as recommended by the Occupational Therapist