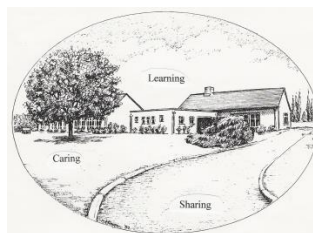


## Byfleet Primary School's Provision Map 2020-2021



There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all children. This includes providing differentiated learning activities when appropriate and creating an inclusive learning environment.	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

**Each wave is broken down into 4 further categories of provision:**

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory and Physical</b>	<b>Social, Mental and Emotional Health</b>
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

**Cognition and Learning**

**Wave 1**

Differentiated curriculum planning  
 Pitched questioning  
 Modelling of skills  
 High expectations  
 Success criteria  
 1:1 and group reading  
 Guided writing  
 Visual dictionaries  
 Word mats  
 ICT to support learning  
 Writing frames  
 Numicon  
 Learning displays  
 Challenge tasks  
 Support from Teaching Assistant

Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)  
 Specific Learning Disorders e.g. Dyslexia (SpLD)

**Wave 2**

First Class @ Number  
 Snap on 2 Maths  
 Success at Arithmetic  
 Mathematics  
 Springboard  
 Read Write Inc.  
 Fisher Family Trust (FFT)  
 Write Away Together  
 Early Literacy Support (ELS)  
 Language for Thinking programme

Learning & Language  
 Developing Written Language Skills  
 Developing Oracy Skills  
 Developing Phonological Awareness  
 Developing Written Language Skills

Task boards to break down tasks into manageable chunks

Pre-teaching of vocabulary

**Wave 3**

Intense (1:1) support in core and foundation subjects

Targeted work from – Learning and Language (LLS)

Support from Educational Psychology (EP)

**Communication and Interaction**

**Wave 1**

Differentiated curriculum planning  
Modelled speech/language  
Modelled Interaction  
Targeted questioning  
Talking partners  
Group work  
Whole class circle time  
Class visual aids/timetables  
Key words/word banks  
Drama activities  
Sequencing activities  
Additional processing time  
Simplified Language

**Wave 2**

Pre-teaching of vocabulary  
Nurture group (social skills & self-esteem)  
Communication cook book activities  
Semantic links programme

**Wave 3**

Individual visual timetables  
Individual visual communication system  
The RENFREW Language Scales  
Assessment pack  
Targeted work from Speech and Language  
therapy  
Language for Thinking (1:1)  
Targeted work from Learning and Language  
(LLS) support  
Outreach support (e.g. Freemantles)

**Sensory and Physical**

**Wave 1**

**Wave 2**

**Wave 3**

Differentiated curriculum planning

Adaptions to the classroom (when appropriate)

Fine motor skill activities such as – peg boards, putty, cutting etc.

Additional movement breaks

Use of specialist equipment

Pencil grips

Coloured overlays

Lap weights

Sloping boards for desks

Adapted cutlery

Fidget kits

Paediatric Occupational Therapy assessment & resource pack (handies & vizzies)

Gross motor programmes

Jump ahead

Balance boards

Trim trail

Fine motor programmes

Write from the start

Individual work station

Individual social stories

Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team

Individual support with self-care where appropriate

Involvement

Involvement from the Home School Link Worker (HSLW)

**Social, Emotional and Mental Health**

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning                      Whole school behaviour policy                      School &amp; class rules                      PSHE lessons                      Whole school assemblies                      Class circle time                      Talking partners                      Class visual timetable                      Golden time                      Visual reward systems                      House point system                      Time out                      Timers &amp; stress relievers                      Emotion/social resources                      Positive touch</p>	<p>Nurture group (social skills &amp; self-esteem)                      Individual reward system &amp; behaviour logs                      Additional support at playtime (break time and lunchtime clubs)                      Transition support                      Time to talk programme and board game</p>	<p>1:1 Emotional Literacy Programme (ELSA)                      Individual work station                      Individual social stories to teach specific social skills                      Targeted work from –Behaviour Support, CAMHS, Educational Psychology and Surrey Family Mediation</p>