**Byfleet Primary School’s Provision Map 2015-2016**



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

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| **Wave 1** | **Wave 2** | **Wave 3** |
| 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:**

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| **Cognition and Learning**  | **Communication and Interaction** | **Sensory and Physical**  | **Social, Mental and Emotional Health**  |
| Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate. | Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language. | There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. 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. | 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.  These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.  |

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| **Cognition and Learning**  |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningPitched questioningModelling of skillsHigh expectationsSuccess criteria1:1 and group readingGuided writingVisual dictionariesWord matsICT to support learningWriting framesNumiconLearning displaysChallenge tasksSupport from Teaching AssistantStrategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)Specific Learning Disorders e.g. Dyslexia (SpLD) | First Class @ NumberSnap on 2 MathsSuccess at ArithmeticMathleticsSpringboardRead Write Inc.Project XFisher Family Trust (FFT)Write Away TogetherEarly Literacy Support (ELS)Language for Thinking programme Learning & LanguageDeveloping Written Language SkillsDeveloping Oracy Skills Developing Phonological AwarenessDeveloping Written Language SkillsTask boards to break down tasks into manageable chunksPre-teaching of vocabulary | Intense (1:1) support in core and foundation subjectsTargeted work from – Learning and Language (LLS)Support from Educational Psychology (EP) |
| **Communication and Interaction** |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningModelled speech/languageModelled InteractionTargeted questioning Talking partnersGroup workWhole class circle timeClass visual aids/timetablesKey words/word banksDrama activities Sequencing activities Additional processing time Simplified Language | Pre-teaching of vocabularyNurture group (social skills & self-esteem)Communication cook book activitiesSemantic links programme | Individual visual timetablesIndividual visual communication system The RENFREW Language Scales Assessment packTargeted work from Speech and Languagetherapy Language for Thinking (1:1)Targeted work from Learning and Language (LLS) supportOutreach support (e.g. Freemantles) |

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| **Sensory and Physical**  |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningAdaptions to the classroom (when appropriate)Fine motor skill activities such as – peg boards, putty, cutting etc. Additional movement breaks | Use of specialist equipment Pencil gripsColoured overlaysLap weightsSloping boards for desksAdapted cutlery Fidget kits Paediatric Occupational Therapy assessment & resource pack (handies & vizzies) Gross motor programmesJump aheadBalance boardsTrim trailFine motor programmesWrite from the start | Individual work stationIndividual social storiesTargeted work from Occupational Therapy,Physiotherapy, Outreach Team & School Nurse TeamIndividual support with self-care where appropriate InvolvementInvolvement from the Home School Link Worker (HSLW) |
| **Social, Emotional and Mental Health**  |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningWhole school behaviour policySchool & class rulesPSHE lessonsWhole school assemblies Class circle timeTalking partnersClass visual timetableGolden timeVisual reward systemsHouse point systemTime out Timers & stress relievers Emotion/social resourcesPositive touch | Nurture group (social skills & self-esteem)Individual reward system & behaviour logsAdditional support at playtime (break time and lunchtime clubs)Transition supportTime to talk programme and board game | 1:1 Emotional Literacy Programme (ELSA)Individual work stationIndividual social stories to teach specific social skillsTargeted work from –Behaviour Support, CAMHS, Educational Psychology and Surrey Family Mediation |