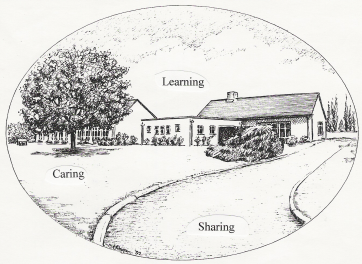
**Byfleet Primary School’s Provision Map 2015-2016**



**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  These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.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 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) | First Class @ Number  Snap on 2 Maths  Success at Arithmetic  Mathletics  Springboard  Read Write Inc.  Project X  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 | 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** | **Wave 2** | **Wave 3** |
| 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 | Pre-teaching of vocabulary  Nurture group (social skills & self-esteem)  Communication cook book activities  Semantic links programme | 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) |

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| **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** |
| Differentiated curriculum planning  Whole school behaviour policy  School & 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 & stress relievers  Emotion/social resources  Positive touch | Nurture group (social skills & self-esteem)  Individual reward system & behaviour logs  Additional support at playtime (break time and lunchtime clubs)  Transition support  Time to talk programme and board game | 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 |