Walsh Memorial CE Infant School Provision Map 2022-2023

All staff at Walsh Memorial CE Infant School will follow the Graduated Response:



Provision in school is organised into three waves of intervention:

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| **Universal – Wave 1** All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.  |
| **Targeted – Wave 2** Some children will need additional programmes and/or planned support, designed to accelerate learning.  |
| **Specialist – Wave 3** Additional highly personalised interventions which may include one to one or specialist interventions. |

**Vision for SEND at Walsh Memorial CE Infant School:** Walsh Memorial CE Infant School is a small, friendly, caring and inclusive community of learners. At Walsh Memorial CE Infant School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.  We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

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| **Universal – Wave 1** |
| **High Quality Inclusive Teaching Provision** All teachers are responsible and accountable for the progress and development of all pupils in their class.* We create a positive and supportive environment for all pupils without exception
* We are an inclusive school that removes barriers to learning and participation
* We provide an education that is appropriate to pupils’ needs
* We promote high standards and the fulfilment of potential for all pupils
* We promote positive relationships, active engagement and wellbeing for all pupils
* We ensure all pupils can access the best possible teaching
* We adopt a positive and proactive approach to behaviour
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| **Communication and Interaction** | **Cognition and Learning** | **Sensory and/ or Physical** | **Social, Emotional and Mental Health** |
| Individual instructions given to check understanding Modelling a choice of responses Visual reminders/ prompts Key words/ vocabulary with visual prompts Minimise abstract vocabulary Activities and listening broken up into manageable chunks Time given to gather thoughtsSupport with social skills TAs used effectively to give further/ simplified explanations and to support pupils to ask and answer questionsUse of talk partners | Use of I do/ we do/ you do for all learningScaffolded learningEnglish focus groups with adult supportMaths focus groups with adult supportDaily Little Wandle Phonics lessonsAll children read with an adult at least twice a weekSmall group Literacy and /or Numeracy support“Chunking” tasks Modification of the classroom environment Use of word banks and phonics sound mats to support writingPeer and adult support Key vocabulary taught for each unit through Knowledge Organisers and learning wallsVisual resources to support understanding Use of ‘Magic Maths’ trays with manipulativesUsing technology effectivelyClear learning objectives shared with allClose the gap instant interventions support children to embed learningFlexible groupingsRegular learning walks take place by SLT/ SENCoRegular CPD for all staff  | Our school is fully accessibleAccessible toilets Easy access to resourcesSuitable desks and chairs at age appropriate heightsRegular handwriting sessionsExtra fine / gross motor activities Writing slopes Right and left handed scissors/ special adapted scissorsA range of pencils and pencil grips Dough gym | Christian values underpinning all teaching and learning and behaviours for learning Access to our two trained ELSAsZones of Regulation in every classroomExtra individual adult support for attention difficulties or to reduce anxiety Visual timetable in each classroomClassroom routines and rules Reward systems – stickers, golden tickets, Star of the Week certificates Appropriate scaffolding to ensure children are motivated to learn and to minimise emotional, social and behavioural difficulties Individual greetings for each child every morningIndividual provision for children with attachment or transition supportSafe spacesNurture roomResponsibility roles such as Busy Bees in Y2, Class Leaders, collecting books at the end of the lessonSchool Council Use of pupil voiceSchool behaviour policy and procedures Logging systems and behaviour tracking to identify any patterns and trends with individuals Children have their own pegs – these may be placed according to individual need |

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| **Targeted – Wave 2** |
| **Communication and Interaction** | **Cognition and Learning** | **Sensory and/ or Physical** | **Social, Emotional and Mental Health** |
| Specialist Teacher for Inclusive Practice (STIP) involvementSpeech and Language Therapy with our school therapist – Mrs Tania Anderson Time to Talk programme Language for Thinking Concept ConsolidationUse of Widgit symbols/ visual prompts to help communication Pre-teaching of key topic vocabulary in school and also shared with parents/ carersUse of MakatonSocial skills groups – sharing/ taking turns/ developing friendshipsSupervised lunchtime activities indoorsSocial storiesComic strip conversationsNow/ next boardsTask boardsLego TherapyAttention Autism – bucket time | Specialist Teacher for Inclusive Practice (STIP) involvementFive Minute Box : Literacy Five Minute Box : Numeracy Precision teaching for reading/ spelling/ mathsIncreased scaffolding Little Wandle Phonics catch-up groupsColourful Semantics | Specialist Teacher for Inclusive Practice (STIP) involvementSensory circuitsStart to Write programme Jump Ahead activities Occupational Therapy programme activity leaflets Additional handwriting sessions Clicker used to support where necessary  | Specialist Teacher for Inclusive Practice (STIP) involvementSocial skills group Play time and lunchtime support ELSA support Emotional support within class in response to needIndividual visual timetables Social stories used to support in school and shared with parents.Social stories made to support parents at home |
| **Specialist – Wave 3** |
| **Communication and Interaction** | **Cognition and Learning** | **Sensory and/ or Physical** | **Social, Emotional and Mental Health** |
| Speech and Language Therapy Programmes with Surrey therapists Assessments and advise from Educational Psychologist  | A structured and personalised learning programme Assessments and advise from Educational Psychologist Use of ICT to support individual need – eg Clicker 8 | Occupational Therapy support and programmesPhysiotherapy support and programmesAdvisory Teacher for Physical and Sensory supportAssessments and advise from Educational Psychologist Use of specialist equipment Liaison with medical specialists  | Primary Mental Health WorkerTA trained as Senior Mental Health leadFreemantles OutreachYoung Carers support SEARCH nurture programmeCAMHSCAMHS referral through neurodiverse linkAssessments and advise from Educational Psychologist  |
| **Statutory Assessment for an EHCP (Education Health Care Plan)**  If all the above support is in place and there is little progress an application for an EHCP may be made.  | **Statutory Assessment for an EHCP (Education Health Care Plan)**  If all the above support is in place and there is little progress an application for an EHCP may be made.  | **Statutory Assessment for an EHCP (Education Health Care Plan)**  If all the above support is in place and there is little progress an application for an EHCP may be made.  | **Statutory Assessment for an EHCP (Education Health Care Plan)**  If all the above support is in place and there is little progress an application for an EHCP may be made.  |