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 | | | |
| **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 thoughts  Support with social skills  TAs used effectively to give further/ simplified explanations and to support pupils to ask and answer questions  Use of talk partners | Use of I do/ we do/ you do for all learning  Scaffolded learning  English focus groups with adult support  Maths focus groups with adult support  Daily Little Wandle Phonics lessons  All children read with an adult at least twice a week  Small group Literacy and /or Numeracy support  “Chunking” tasks  Modification of the classroom environment  Use of word banks and phonics sound mats to support writing  Peer and adult support  Key vocabulary taught for each unit through Knowledge Organisers and learning walls  Visual resources to support understanding  Use of ‘Magic Maths’ trays with manipulatives  Using technology effectively  Clear learning objectives shared with all  Close the gap instant interventions support children to embed learning  Flexible groupings  Regular learning walks take place by SLT/ SENCo  Regular CPD for all staff | Our school is fully accessible  Accessible toilets  Easy access to resources  Suitable desks and chairs at age appropriate heights  Regular handwriting sessions  Extra fine / gross motor activities  Writing slopes  Right and left handed scissors/ special adapted scissors  A range of pencils and pencil grips  Dough gym | Christian values underpinning all teaching and learning and behaviours for learning  Access to our two trained ELSAs  Zones of Regulation in every classroom  Extra individual adult support for attention difficulties or to reduce anxiety  Visual timetable in each classroom  Classroom 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 morning  Individual provision for children with attachment or transition support  Safe spaces  Nurture room  Responsibility roles such as Busy Bees in Y2, Class Leaders, collecting books at the end of the lesson  School Council  Use of pupil voice  School 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) involvement  Speech and Language Therapy with our school therapist – Mrs Tania Anderson Time to Talk programme  Language for Thinking  Concept Consolidation  Use of Widgit symbols/ visual prompts to help communication  Pre-teaching of key topic vocabulary in school and also shared with parents/ carers  Use of Makaton  Social skills groups – sharing/ taking turns/ developing friendships  Supervised lunchtime activities indoors  Social stories  Comic strip conversations  Now/ next boards  Task boards  Lego Therapy  Attention Autism – bucket time | Specialist Teacher for Inclusive Practice (STIP) involvement  Five Minute Box : Literacy  Five Minute Box : Numeracy  Precision teaching for reading/ spelling/ maths  Increased scaffolding  Little Wandle Phonics catch-up groups  Colourful Semantics | Specialist Teacher for Inclusive Practice (STIP) involvement  Sensory circuits  Start 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) involvement  Social skills group  Play time and lunchtime support  ELSA support  Emotional support within class in response to need  Individual 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 programmes  Physiotherapy support and programmes  Advisory Teacher for Physical and Sensory support  Assessments and advise from Educational Psychologist  Use of specialist equipment  Liaison with medical specialists | Primary Mental Health Worker  TA trained as Senior Mental Health lead  Freemantles Outreach  Young Carers support  SEARCH nurture programme  CAMHS  CAMHS referral through neurodiverse link  Assessments 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. |