

Provision Mapping at St John's C of E Infant School

Special Educational Needs and Disability (SEND) Support

SEND provision is divided into three main categories called: Wave 1, Wave 2 and Wave 3.

Wave 1 or 'Quality First Teaching' takes into account the learning needs for **all** pupils in the classroom. It is achieved through careful differentiated planning and the use of a variety of teaching strategies and resources. The aim of 'Quality First Teaching' is to reduce, from the start, the number of pupils who need additional help with their learning.

Wave 2 takes into account the additional learning needs of **some** pupils. It refers to the additional provision in the form of individual or small group intervention to accelerate progress and to enable pupils to work at age related expectations. It is specific, additional and time bonded and is over and above what is offered at Wave 1.

Wave 3 takes into account the significant additional learning needs of a **few** pupils. The support that pupils at Wave 3 is additional to or different from that provided as part of the school's Wave 1 and 2 provision. These pupils will have significantly greater difficulty in learning and may involve the adjustment of learning objectives and teaching styles and/or individual support. It may be necessary to involve outside agencies to assess pupils' strengths and next steps of development.

Wave 1 Provision at St John's.

These strategies are used in our classroom and they are all part of what we consider **QUALITY FIRST TEACHING**. At St John's we aim to deliver consistently high standards of expectations and challenge where all children have a high level of engagement in lessons and accept responsibility for their own learning. Different strategies will be used at different times to meet the needs of our children.

General Classroom Environment and Strategies

Well-resourced classrooms that are clearly labelled and contain visible learning aids eg number lines, key vocabulary etc
Well trained and experienced Higher Level Teaching Assistants and teaching assistants who are deployed effectively to support learning and progress
Inspiring and stimulating lessons are delivered so children are engaged in their learning and are keen to learn
Children's contributions are valued by peers and adults
Children support each other with ideas eg Talk partners, paired and group work
Learning activities are modelled to children
Visual timetables are displayed
Pupils voice is heard formally (School Council and Super School Council) and informally
The Behaviour Policy followed consistency throughout the school
Class rules clearly displayed
Behaviour system in place (Sunshine and clouds)
Mistakes are recognised as a valuable part of learning
Praise is purposeful and used for effort, success and positive behaviour
Access to the outside environment for learning and play
Role play activities opportunities used throughout the curriculum
Classroom displays celebrate pupils' learning
A variety of large and small physical play equipment to develop fine and gross motor skills
A range of homework according to year groups eg phonics, reading, spelling, literacy and numeracy tasks

Cognition and Learning Strategies

Having high expectations of all pupils in all areas of school life
An awareness of pupils individual needs based on knowledge and prior attainment
Using a variety of teaching strategies
Differentiated planning to meet individual needs
Individual/group targets for literacy and numeracy set
Links made to previous learning through planning and teaching
Delivering stimulating lessons with clear objectives and cross curricular links
Differentiated delivery and questioning
A wide range of learning experiences across the curriculum
Flexible methods of recording as appropriate

Opportunities for *independent* learning

A marking policy that is used consistently throughout the school and ensures pupils know their next steps in learning

Tracking of progress through ongoing observation and regular assessments

Homework that is linked to class learning

An enriched curriculum with special events eg Book Week, Easter Pause Day

At least one annual school trip to support learning

External 'expert' come into school to impart their knowledge eg Music and drama clubs eg

A variety of after-school clubs are offered

Communication and Interaction Strategies

Learning objectives are shared with pupils

Individual verbal feedback given to pupils

Adults use differentiated language and questioning strategies as needed

Appropriate use of teacher modelling and explaining

Class assemblies and public performances which give pupils an opportunity to perform in front of the rest of the school, parents and wider community

Learning or sporting successes achieved in or out of school are celebrated in Celebration Assembly

Notice boards are outside of each classroom

An Open Door Policy where staff are friendly and approachable

Regular communication with parents to build on children's learning eg Learning Journals, home/school reading diaries

Weekly photos and information put on the web site about the learning that has taken place in each class

Termly class newsletter outlining the scheme of work for the term

Information meetings for parents re class routines, curriculum and end of year test and tasks

Termly parental consultation evenings

An annual end of year report

An annual parents' questionnaire

Sensory and Physical Strategies

Teachers are aware of any sensory or physical impairments of pupils in the class and they adapt their teaching strategies accordingly

Disabled access into the school

Disabled toilet available if needed

Suitable furniture and space to access the curriculum

Easy access to resources

Availability of resources eg pencil grips, writing slopes

Fine and gross motor skills additional activities as required (Occupational Therapy File)

Emotional, Mental and Social Strategies

Children are happy and enjoy coming to school

St John's is a safe and caring environment where personal and social needs are recognised and met through a high level of pastoral support

The high expectation for behaviour is met by all pupils

We continue to meet the Healthy School Award standards

Reward systems eg stickers

Celebration Assembly including The Golden Book (Containing names of kind and/or helpful children)

Celebration of children showing good examples of using their Learning Tools

Birthdays are celebrated by the whole school

Circle Time activities take place in all classes

Individual reward cards as required

Food is cooked on site and siblings sit together at lunchtimes and year two pupils act as role models

Wave 2 Provision at St John's

These short-term interventions may be delivered by the class teachers, a higher level teaching assistant or a teaching assistant. The teacher is always responsible for directing the appropriate provision for pupils. The additional provision may take place either on a one to one basis, in pairs or in a small group. The impact of these provisions is monitored regularly and informs if, and what ongoing provision is required. Which interventions are running at any point in time depends on the needs of the children.

Year R:

Kinaesthetic letter learning in small groups or pairs three times a week
Daily review of Phase 2 phonics learning in the spring term in small groups
Daily review of Phase 3 phonic learning in the summer term in small groups
'Write from the Start' (handwriting programme) carried out in pairs
Number recognition activities carried out in small groups or pairs twice a week.
Literacy and Numeracy Cards and games given to support learning at home when needed
Memory games in pairs
Support during P.E. lessons targeted at those individuals not meeting the lesson objective

Year 1:

Precision teaching for literacy and/or maths either in small groups, pairs or one to one
Phonological Awareness Programme (PAT) is a programme designed to meet the needs of children who have weak auditory processing skills and helps them in developing their phonological awareness through repetition and a multi-sensory approach.
Developing Written Language Skills
Early Literacy Support (ELS)
Write from the Start (Handwriting programme)
Five Minute Box for literacy and numeracy
'B and D booklets'

Year 2

Phonics support either on an individual or paired basis – dependent on need but usually twice a week for 20 minutes
Phonics group for those who have not achieved the required level in the Year 1 end of year phonic check – Once a week for 20 minutes plus support in class
Individual and paired teaching of basic maths
Maths booster programme – small group for 6 weeks recapping on basic skills – 3 times per week, 20 – 30 minutes
Handwriting programme – small group, 6 week programme, once a week, 30 minutes

All Year Groups:

The Occupational Therapy Resource pack is a set of activities that aim to develop fine and gross motor skills in children who are experiencing difficulty in these areas. Skills developed include: perception, hand skills, letter formation, balance, body awareness and co-ordination and ball skills.

With Parental/Carers Consent:

Referral to outside agencies for assessment, review of interventions currently in place and advice eg:
Educational Psychologist (EP), Learning and Language Support Service (LLS), Physical and Sensory support teacher (PSS), Occupational Therapy Service (OT), Physiotherapy Service (PS), REMA Service which includes English as an Additional Language

Wave 3 Provision at St John's

This is long-term continuing support. It is specific to an individual child's needs and is usually part of an Education Health Care Plan (EHCP).