Shalford Infant & Nursery School Provision Map 2023-24

Area of need	Wave 1	Wave 2	Wave 3
Cognition and Learning	- Welcoming, comfortable; imaginative and exciting; safe and supportive learning environment - Learning matched to pupils needs "Can-Do" mindset focussed learning - Emphasis on creative learning - Varied learning experiences and outcomes - Learning partners - In-class TA support or targeted teacher support - Visual timetables and other visual aids - Children able to access learning resources independently - Whiteboards used to promote active participation - Interactive whiteboards increase visual support for learning - Quality verbal feedback - Use of writing support eg Word Mats - Access to ICT - Mixed ability groupings / varied groupings to suit tasks - Pupil initiated learning "No Hands Up" culture - Motivating starting points for learning - Opportunities for sustained and extended learning	- Focussed intervention programmes e.g. - Phonics, Little Wandle Catch Up - Time to Talk - Adult led guided reading 3 – 5 days a week - Focussed guided writing sessions - Targeted in-class support from TA/CT - Increasingly individualised timetable - Specific groups have a high adult to pupil ratio	- Specific support programmes e.g. - Precision Teaching - SNAP - S&L Programme - Individualised timetable - Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teacher/outside health professionals leading to eg: Speech & Language Programme - Assessment/testing special arrangements

	• Focussed support where needed. • Personalised learning opportunities • Recognition of pupil voice • Parent liaison

Area of need	Wave 1	Wave 2	Wave 3
Communication and Interaction	• As above (cognition and learning) • Use of modified language • Use of symbols • Makaton signing • Structured school and class routines • Environmental clues (e.g. location systems)	• Targeted in-class support with focus on speech and language • Use of additional ICT support • Consistent language approach across school • Social skills groups	• Personal visual timetables • Personal / alternative work space • Small group or one-to-one support for language • Individualised programmes / provision based on advice from outside agencies, for example, EP/specialist teacher/outside health professionals • Additional ICT resources / support • Evidence based intervention e.g. Language for Thinking program • Pre-teaching and preparing pupils for learning e.g. key vocabulary

Area of need	Wave 1	Wave 2	Wave 3

Emotional, behavioural and social	• As above (Cognition and Learning)
	• Whole-school culture and ethos – use of Zones of regulation across all classes
		• Small group circle time
		• In-class support for
		  • Learning
		  • Behaviour targets
			• One-to-one supported activities
			• Small group or one-to-one support for social skills
			• Individual counselling*

	• Positive Behaviour policy • Sustainable schools ethos • Positive relationships fostered between pupils and staff • Positive relationships with families/carers • Consistent approach to strategies for learning and inclusion • Creating a sense of connectedness, belonging and pride • High expectations role modelled by adults and children • Good opportunities to work collaboratively • Recognition for effort and promote a 'can-do' attitude. • Supportive classroom environments with positive talk • Calm areas in each classroom • TA in each class – pastoral role • TA led playground activities • Focused professional development • Whole class Circle Time • PSHE-focused work • Buddy systems • Positive touch trained staff	• Access • safety • Social Skills group • Additional access to lunchtime activities • Support for Families	• Individual reward system • Social skills training or anger management • Pastoral support plan • Time out • Social Stories • Individual visual prompts and support • Resources to support learning, concentration etc and reduce anxiety • Individual work spaces • Planned access to time out • TEACCH activities (ASD program) • Pre-planning and preparation of activities • Support to aid movement between lessons / year groups • Lunchtime and playtime support • EP/specialist teacher/primary mental health worker involvement and advice • Specific liaison with and support for families • Reintegration programme
Area of need	**Wave 1**	**Wave 2**	**Wave 3**
Sensory and physical	• As above (cognition and learning) • Aim to provide equality of opportunities (Equalities Policy) • Raise awareness and understanding of disability and differences	• Fine motor skills groups • Gross motor skills groups • Physical Activity groups • Location of children in class • Additional keyboard skills training	• Individual support to access the curriculum, play and enrichment activities • Physiotherapy and occupational therapy programmes

	• Provide access to a range of clubs and enrichment activities • First Aid Training • Occupational therapy equipment • Approaches to support gross and fine motor skills e.g. writing • Flexible teaching arrangements	• Additional fine motor skills practice • In-class support for access/safety	• Access to PC's to support learning where appropriate • Use of appropriate resources • Signage • Access to specific resources that support sensory and physical needs • Personal care support • Classroom adaptations • Flexible timetabling • Exam special arrangements • Liaison with outside agencies e.g. EP / specialist teachers / health professionals • Specific liaison with and support for families