



Littleton C of E Infant School Provision Map 2017

Context: SEND 14

This document provides a break down of the provision available to support pupils at Littleton Infant school. This provision is broken down into three waves:

- Wave 1: High quality inclusive teaching supported by whole school awareness of entitlement for all pupils
- Wave 2: Wave 1 plus interventions designed to enable children to make good/or better progress
- Wave 3: Wave 1 plus interventions to designed maximum progress and minimise gaps, following diagnostic assessments, specific to individual children, often as part of an EHCP.

Which interventions are running at any point in time depends on the needs of the children. Below are examples of some of the interventions.

Area of need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Supportive inclusive learning environment • Learning matched to pupils needs • Varied learning experiences and outcomes • Learning partners • In-class TA support intervening at the point of teaching • Visual timetables and other visual aids • Children able to access learning resources independently • Whiteboards used to promote active participation • Visual supports for learning/prompts • Visualisers support quality feedback • Writing support resources, e.g. Word mats • Opportunities to learn through • Learning to Learn language • Enquiry based curriculum that starts from children's strengths and interests • Access to ICT • Motivating starting points for learning • Opportunities for sustained and extended learning • Reflection Assembly • One page Profiles • Parental involvement • NUMICON – Maths conceptual teaching 	<ul style="list-style-type: none"> • Focussed interventions • Phonics groups • First Class at Number • Daily Numeracy small group support including high pupil staff ratio • Guided Reading 3-5 days a week • Focussed Guided Writing sessions • Targeted in-class support from TA/CT • Increasingly individualised timetable including strong visual prompts/now and next board when required • Additional teacher led support lessons • Early Literacy support • Beanstalk Reader Intervention, 1:1 reading twice a week • ELDAN Speech and Language Support 	<ul style="list-style-type: none"> • Recognised evidence based interventions e.g. Speech and Language Therapy Beanstalk Reading Project Fisher Family Trust • Individualised timetable • Individualised programmes/provision based on advice from outside agencies e.g. EP/specialist teacher/outside health professionals leading to Learning and Language Support • Emotional, Literacy (ELSA) Support Intervention to meet children's emotional and social needs.



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Communication and Interaction	<ul style="list-style-type: none">• As above (cognition and learning)• Use of modified language with visual cues/Makaton• Use of symbols• Environmental clues (e.g. signage and learning cues)• Sound field systems• Visual timetable• Now and Next Boards• One page profiles	<ul style="list-style-type: none">• Targeted in-class support with focus on speech and language• Use of additional ICT support• Consistent learning language approach across school• Ginger Bear (EYFS)• ELKAN Speech and Language Intervention• Visual prompts scaffolding/concreate learning materials	<ul style="list-style-type: none">• 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 teachers/outside health professionals• Additional ICT resources/support• Structured/Evidence based intervention e.g. Language for Thinking programme• Pre-teaching and preparing pupils for learning e.g. key vocabulary



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Emotional, Behavioural and social	<ul style="list-style-type: none"> • Language of choice – not ‘naughty’ • School values and behaviour code consistently applied • As above (Cognition and Learning) • 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 • Behaviour 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 for learning/resilience • Additional TA’s to support vulnerable children • Focused professional development • Whole class circle time • Zoned areas in the playground • Forest Schools • All staff trained in TAHMS Child and Mental Health/attachment • Imagination Playground Equipment • Positive touch trained staff • Leadership Structure • ASD/ADHD all staff trained 	<ul style="list-style-type: none"> • Small group circle time • In-class support for, Learning, Behaviour targets, Access and Safety • Social Skills groups • Targeted Peer Mentor support • Additional access to lunchtime activities • Support for Families 	<ul style="list-style-type: none"> • One-to-one supported activities • Small group or one-to-one support for social skills • Individual counselling • Individual peer mentoring • Individual reward system • Social skills training or anger management • Pastoral support plan • Calm down Zone • Social Stories • Individual visual prompts and support • Resources to support learning, concentration and reduce anxiety • Individual learning areas • Planned access to time out • Movement breaks with TA support • Lunchtime and playtime support • EP/specialist teacher involvement and advice e.g. Behaviour Support Service • Reintegration programme • School to home support to work with families • Enhanced transition to KS2 school • Behaviour tracking plan to identify triggers



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Sensory and physical	<ul style="list-style-type: none">• As above (cognition and learning)• Aim to provide equality of opportunities (Equalities Policy)• Raise awareness and understanding of disability and differences• 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• Improved accessibility of building• Disability toilet• Flexible teacher arrangements	<ul style="list-style-type: none">• Fine motor skills groups• Gross motor skills groups• Physical Activity groups• Location of children in class• Additional keyboard skills training• Additional fine motor skills practice• In-class support for access/safety	<ul style="list-style-type: none">• Individual support to access the curriculum, play and enrichment activities• Physiotherapy and occupational therapy programmes• Access to technology to support learning where appropriate• Use of appropriate resources (e.g. radio aids)• Signage• Access to specific resources that support sensory and physical needs• Personal care support• Classroom adaptations• Flexible timetabling• Liaison with outside agencies e.g. . EP/specialist teacher/health professionals/Physical and Sensory service• Specific liaison with support for families

Glossary of Terms

Beanstalk Reading Project: Intervention programme to support pupils in reading

EP: Educational Psychologist

Fisher Family Trust: An early intervention programme to support pupils in Year 1 with Reading and Writing

ELS: Early Literacy Support: Intervention to close the gap in reading and writing

Reading Recovery: An early intervention programme to support pupils in Year 1 with Reading and Writing

SNAP: An established intervention programme for mathematics in Primary schools

Social Use of Language: A club that looks to develop personal, social and emotional development

Sound Field System: A device that amplifies teacher speech, supporting pupils with hearing impairment

TEACCH activities: Activities specifically designed for pupils with autistic or other communication difficulties