

Onslow Infant School - Provision Map



Waves of Teaching

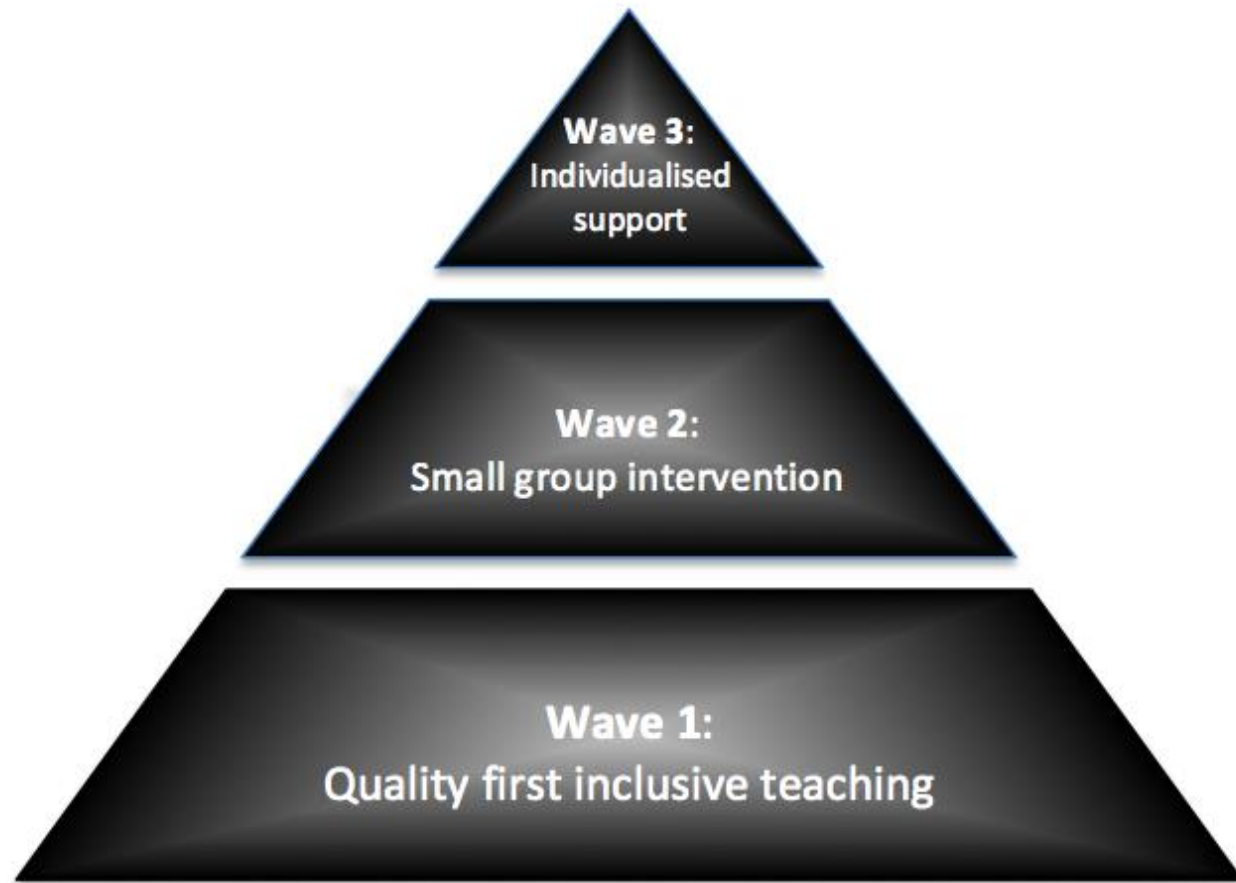
Our provision map is arranged in three 'waves' of teaching as outlined in the diagram to the left.

The SEND Code of Practice (2015) states that: *"high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people"*. This is the Quality First Teaching labelled as Wave 1.

Schools are required to *"adopt a graduated approach with four stages of action: assess, plan, do and review"*. If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention i.e. Wave 2.

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3.

Many children receiving Wave 3 provision will be classified as having a Special Educational Need (SEN). Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's Special Educational Needs Information Report.



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Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children.

<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Broad and balanced curriculum • Exciting topics with opportunities to be creative and investigate • Well-planned, differentiated lessons • Use of multi-sensory approaches (visual, auditory, kinaesthetic) • Focus on developing key skill of reading which underpins learning • Assemblies, trips, visiting speakers and Wow! days 	<p><u>Pastoral</u></p> <ul style="list-style-type: none"> • Inclusive ethos which celebrates difference • Encouraging and nurturing philosophy • Staff work to foster relationships with children and parents/carers • School Council to promote pupil voice • High expectations of behaviour and effort • Opportunities to share work and achievements
<p><u>Staffing</u></p> <ul style="list-style-type: none"> • Fully qualified Teachers for every class • Skilled Teaching Assistants and Higher-Level Teaching Assistants • Home School Link Worker to support emotional well-being • Qualified Sports Coach • Skilled club leaders e.g. Dance Teacher, Science Club Leader, Recorder Teacher 	<p><u>Environment</u></p> <ul style="list-style-type: none"> • Classrooms are organised to encourage independence • Visual timetables are displayed and updated in each class • Learning prompts are displayed on classroom walls • Children’s work is displayed throughout the school • Classroom rules are displayed and referred to • Named trays and coat pegs
<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none"> • Attainment and progress of all children assessed and tracked throughout the year • Verbal feedback and quality first marking informs children of their next steps • Good communication with parents through informal e.g. at collection time and formal means e.g. at parent’s evenings 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Drinking water for hydration to optimise learning • Maths resources such as 100 squares, dice, number lines, diennes • Learning resources such as writing prompts and word banks • ICT Resources e.g. iPads, sound buttons, cameras, microphones • Varied outdoor areas including trim-trails, sandpit, garden beds, exploration areas, sheltered areas and the field

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Wave 2

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. In some cases we may take advice from outside agencies to enable us to target the support for children at Wave 2.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
Writing intervention group Precision teaching activities Phonics intervention group Maths intervention group In-class support from TA	Input from Top-up SLT Service Use of Social Stories Use of Makaton Use of symbols Oro-motor activities Speech production activities Language development activities In-class support from TA	Lunchtime clubs to promote confidence Individual and group reward systems Emotional literacy group Social skills group Self-esteem group Support from Home School Link Worker	Play Supporters to encourage involvement in physical activities at lunchtime Handwriting intervention programme Fine motor skill activities Gross motor skill activities Adapted resources such as pencil grips, seat wedges, or Chewellery

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Wave 3

Wave 3 is individualised provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions, a high level of staffing, or the involvement of outside agencies. A SEND Support Plan (SSP) will be developed.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
Involvement of Specialist Learning and Language Teacher or Teaching Assistant Individualised intervention informed by assessment and gaps analysis Involvement of Educational Psychologist Individualised approach to learning such as highly differentiated curriculum content Specialised reading support Specialised writing support Specialised maths support	Involvement of Speech and Language Therapy Service High frequency individualised speech or language intervention Involvement of Freemantles Outreach Service Highly structured use of visual support to facilitate communication Involvement of Educational Psychologist Use of Makaton with support from a fully-trained member of staff Individual workstation to support children who cannot access learning at a group table	Involvement of CAMHS to provide support to pupil and often family Involvement of Educational Psychologist Involvement of Specialist Behaviour Support Teacher or Teaching Assistant Individualised programme of social skills Individualised programme of emotional literacy Increased level of support from Home School Link Worker	Involvement of Occupational Therapist Involvement of Physiotherapist Involvement of Vision Specialist Teacher and adjustments made according to advice given Involvement of Hearing Specialist Teacher and adjustments made according to advice given Involvement of Physical and Sensory Specialist Teacher and adjustments made according to advice given Individualised programme to develop fine motor skills Individualised programme to develop gross motor skills Individualised sensory diet