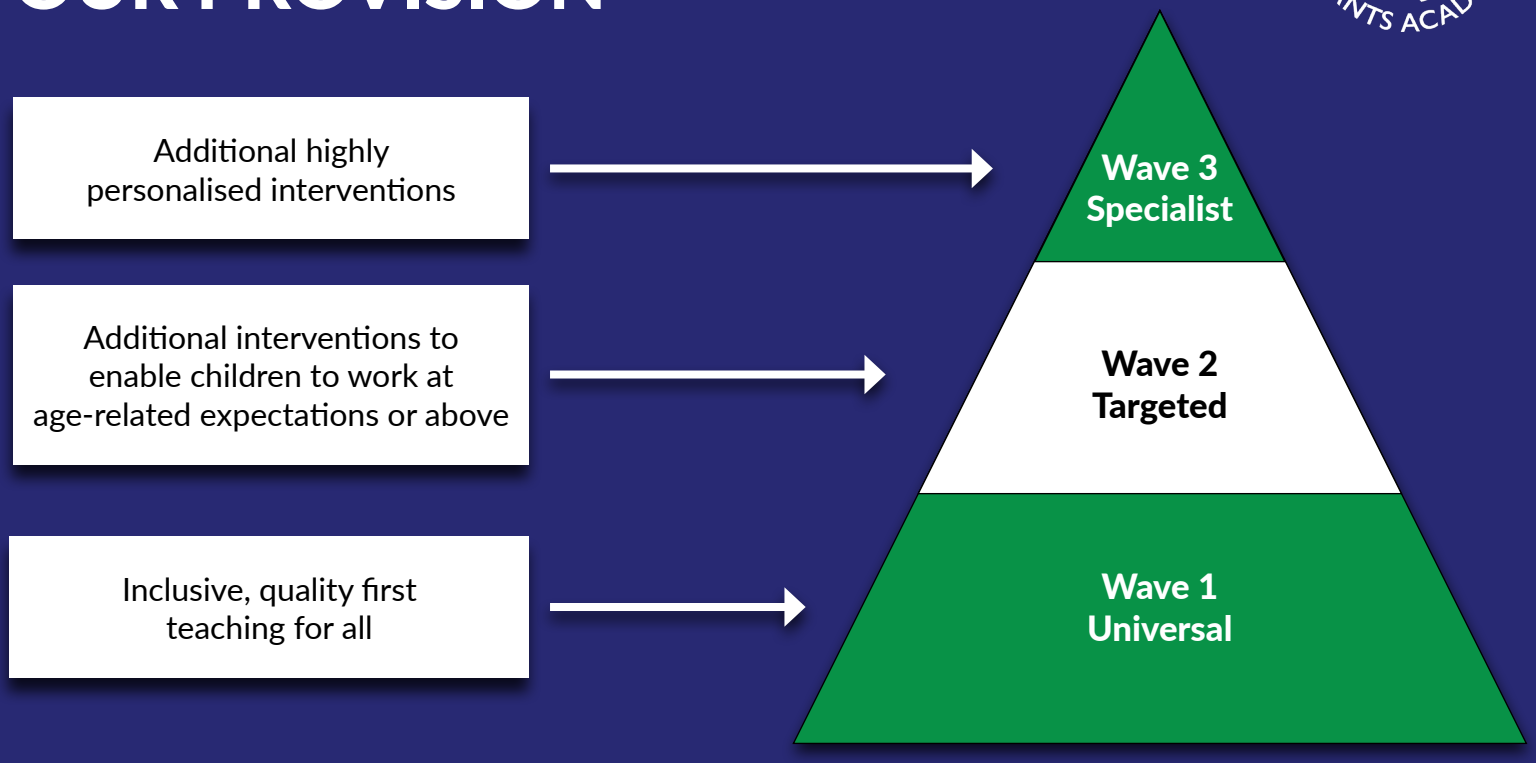
LEADING SUCCESS | SECURING SUCCESS | DEVELOPING SUCCESS | STANDARDS FOR SUCCESS | SUPPORTING SUCCESS | ACHIEVING SUCCESS

SOUTH OSSETT INFANTS ACADEMY

WHOLE SCHOOL PROVISION MAP

A MEMBER OF Accord MULTI ACADEMY TRUST

OVERVIEW OF OUR PROVISION



WAVE 1 | Quality First Teaching

The majority of our children will achieve through high quality classroom teaching. Quality First Teaching is at the heart of a broad and rich curriculum that engages children in a range of activities and experiences to develop their skills, knowledge and understanding. It involves creating an inclusive learning environment where teachers use personalised instruction to address the diverse needs of pupils. Adaptions are made within the regular classroom setting to accommodate the learning styles and abilities of all children, including those with SEND.

WAVE 2 | Targeted Support

Some children require additional support to achieve well. This can often be provided through small group intervention programmes delivered by a member of classroom based school staff that will advance children's progress and help them achieve in line with their peers or the use of specialised resources to support their learning. The adaptions made at this stage are tailored to the individual requirements of the pupil.

WAVE 3 | Specialist SEND Support

For those children who require a more personalised approach that is tailored to their specific difficulties. This stage often involves accessing external services such as Educational Psychology or WISENDSS advisory teachers to assess the child's needs and provide more intensive interventions. This could include in class support, targeted support through Pupil Learning Plans (PLPs) or an Education Health and Care Plan (EHCP). The adaptions at this stage are highly individualised and aim to meet the unique needs of the pupil.

ACADEMY ENVIRONMENT

Wave 1 Universal Offer	• Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) • Calm and purposeful environments for children to thrive in • Visual resources easily accessible • Dyslexia-friendly resources where appropriate • Resources are readily available and differentiated according to need • Modelling handwriting to showcase expectations consistently • A range of multi-sensory resources are used within and across lessons • All areas of the site are accessible through ramps • Working walls used to support vocabulary development • Whole class visual timetables displayed to support familiar routines • Calm areas in each classroom • Outdoor learning and natural resources are used when appropriate to support the use of soft fascinations • Pictures used for labelling – especially EYFS and KS1
Wave 2 Targeted Support	• Break out spaces for children who need more time and space to regulate • Alternative provision at lunchtime
Wave 3 Specialist SEND Support	• Now and Next boards used to support sequencing, reduce anxiety and visible at all times • Visual feedback prompts to show the child has understood – e.g. traffic lights, faces, emojis • Task sheets/whiteboards to break down the information within instructions. This is to support independence • Calm spaces for individuals in some classroom spaces where needed • Outdoor learning and spaces are used to support children • Sensory circuits set up outside, in the hall or classroom spaces • Workstations for children with autism or individual needs to reflect special interests • Access to the sensory spaces • Visuals on lanyards and/or objects of reference used to support transitions • Use of technology to support auditory and visual difficulties

COGNITION AND LEARNING DIFFICULTIES

Wave 1 Universal Offer

- High expectations for all of our pupils
- Clear learning outcomes
- Clear steps within lesson to scaffold and support
- Teaching of key concepts and language to support progress
- Differentiation to support children's access to key skill development
- Use of a range of resources to support (concrete objects, images, sequencing, kinaesthetic etc.)
- A clear focus on talk, modelling and independent learning in each lesson
- High quality modelling and use of good examples to aid memory and support expectations
- Explicit teaching of keyboard skills
- English is planned around the use of high quality texts to develop a real love of reading
- High quality 'on the spot feedback' and corrective teaching to ensure that all children make progress
- Ongoing teacher assessment for, and of, learning
- Clear targeted questioning/reframing of questions as appropriate
- Repetition of core concepts
- Chunking of key tasks
- Key word lists
- Instructions broken down and check ins
- Little Wandle phonics programme is used to ensure that every child is a reader by age 6

Wave 2 Targeted Support

- Handwriting support and guidance
- Same Day Interventions in order to ensure pupils catch up and stay up
- Phonics intervention
- Daily readers
- Rainbow words
- Ticking Texts
- Memory intervention

Wave 3 Specialist SEND Support

- Pre-teach sessions
- Personalised provision targeted work
- EHCP Assessment/Process
- Individualised resources
- Access Arrangements
- Use of a laptop/ assistive technology
- Memory strategies
- Speech and Language Therapy
- PLP/MSP Target achievement
- EHCP outcome achievement
- EHCP annual reviews
- MSP reviews
- Additional individual phonics and reading
- Objects of reference
- Visual cue cards

COMMUNICATION AND INTERACTION

Wave 1 Universal Offer

- A rich language culture and climate across school
- Lessons built around talk and oral rehearsal
- Peer coaching and assessment
- Oracy used in lessons
- Reading aloud time (intonation and expression)
- Drama and role play planned into teaching sequences
- Collaborative learning across the curriculum
- Regular talk time sessions
- Visual images
- Active listening strategies
- Careful seating plans
- Talk for Writing used to support oracy and idea development
- Little Wandle phonics which focuses on correct formation of sounds and blending

Wave 2 Targeted Support

- Small group work sessions to develop interaction skills
- Small group speaking and listening sessions
- Social skills groups
- Transition support
- Socialising in a supportive environment.
- SALT small group sessions
- All staff with Autism Awareness Training part 1 and 2
- Musical Interaction
- Time to Talk
- Socially Speaking
- Wellcomm
- Nelly
- Take 5
- LEGO Therapy

Wave 3 Specialist SEND Support

- SALT 1:1 sessions
- WISENDSS support
- EHCP Assessment/Process
- Individualised resources
- Access Arrangements
- Use of a laptop/ assistive technology
- PLP/MSP Target achievement
- EHCP outcome achievement
- EHCP annual reviews
- MSP reviews

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Wave 1 Universal Offer

- A culture and climate based on positivity and nurture
- Careful seating plans
- Carefully planned collaborative work
- Praise is specific and named
- Pupil jobs to raise self-confidence and responsibility
- A staff team who see each child as unique and find their hidden talents
- Staff team who are trained in ACES and understand the impact of early trauma
- Calm areas in school to support self-regulation
- Visual timers used to support regulation
- Secure, trusting relationships between all adults and children
- Regular talk time to support collaboration
- PSHE curriculum built around core values to support explicit teaching
- Clear rewards and sanctions to support choice and consequences
- Use of emotion coaching
- One Life approaches
- Clear rewards systems
- Use of parental and home contact
- RSE policy and programme
- Specialist sports coaching weekly to support active body and mind
- Visual timetable to support familiar routines

Wave 2 Targeted Support

- Focused sessions with staff for friendships, collaboration skills and understanding emotions
- Sensory Breaks
- Social groups
- Wellbeing groups
- Mental Health First Aiders check ins
- Emotional zone of regulation teaching and support

Wave 3 Specialist SEND Support

- Reasonable adjustments to the behaviour policy
- Regular check-ins from key staff
- Support from the Mental Health First Aider team
- Educational Psychologist input and recommendations
- Social worker input
- WISENDSS support
- Personalised provision and strategies
- Risk assessments for individual children
- Bespoke and reduced timetables
- Liaison with the Medical Needs Teaching Service
- One Adoption and the Virtual School
- Sensory circuits
- CAMHs support
- EMHP (Educational Mental Health Practitioners) support and workshops
- EHCP Assessment/Process
- PLP/MSP Target achievement
- EHCP outcome achievement
- EHCP annual reviews
- MSP reviews

SENSORY AND/OR PHYSICAL NEEDS

Wave 1 Universal Offer

- Real life sensory experiences built into planning and the curriculum
- Pupil copies of work are of an appropriate size and font
- Use of appropriate font
- Handwriting lines to support effective transcription
- Tasks steps and sequences clear
- Careful seating plan
- Facing students when you are talking to them
- Repeating information
- Use of visual prompts
- Enlarging information
- Changing font size as appropriate
- Pupils have access to appropriate equipment e.g. manipulatives in Maths and pencils grips
- All areas of the site are accessible through ramps

Wave 2 Targeted Support

- Touch type group sessions
- Handwriting sessions
- Sensory circuits
- What's in a Bag
- Fit to Learn
- Squiggle while you Wiggle
- Musical Interaction
- Write Dance

Wave 3 Specialist SEND Support

- Personalised provision e.g. writing slopes, pencil grips, wobble cushions
- Occupational Therapist support
- Sensory circuits
- HI and VI team training
- Specialist hearing equipment
- Specialised medical care/intimate care
- Specific Physio and OT programmes
- Modifying resources for the visually impaired
- Bespoke timetables
- Support around the site
- Half termly visits from HI/VI advisory teachers
- EHCP Assessment/Process
- PLP/MSP Target achievement
- EHCP outcome achievement
- EHCP annual reviews
- MSP reviews