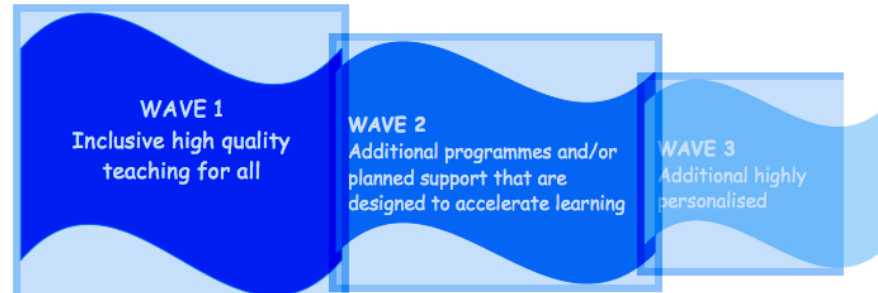




Busbridge CE Junior School Whole school Provision Map



Wave 1 – Teaching is planned at an appropriate level so that all children can make progress from their starting points and achieve success. Whole class work will be differentiated to meet the needs of all learners.

Wave 2 - If a child is not making progress in line with their peers, additional support or intervention may be needed.

Wave 3 – If additional support has not accelerated learning, then a more personalised approach is taken.

Please be assured that during the Covid 19 pandemic, our children will still receive the level of support that they require but that we may need to make reasonable adjustments to our provision. These may include online meetings between school staff and parents as opposed to face to face, online training for staff or other necessary measures. Learning Support Assistants are able to deliver the whole range of interventions when children are in school, and personalized online support is available should the school need to close. Staff from outside agencies are carrying out their role in full, visiting children in school where necessary and offering a full range of training and planning through online services. We are proud of the provision in place for our children and despite the barriers that the pandemic may bring, we aim to provide the right support at the right time for all of our children.

Core Provision / Wave 1

Cognition and Learning

Differentiated curriculum planning and delivery.
 Engaging and meaningful learning activities.
 Use of specific objectives and outcomes for lessons (WALT, WILF, Must... Could... Should ...)
 Stimulating and supportive learning environment.
 Skilful use of questions.
 Referral system in place to identify children causing concern.
 Effective use of visual aids and modelling.
 Using dyslexic friendly strategies to support learning (eg.coloured acetate,

Communication and Interaction

Visual timetables in all classrooms.
 Use of talk partners in the classroom.
 Repeating questions back to children.
 Modified language input.
 Mind mapping new concepts.
 Use of visual resources.
 ICT and use of whiteboards.
 Modelling and extending language concepts.
 Effective transition processes with feeder schools.

easier to access font).
 Use of word mats and vocabulary books.
 Appropriate use of writing frames.
 Effective use of resources by trained staff (Numicon, Dienes blocks).
 Effective transition processes with feeder schools.
 Flexible seating arrangements to maximise learning (hearing, seeing, ability).
 Regular assessment and tracking of pupil progress.
 Varied and relevant trips to support classroom learning.
 Use of different and varying learning styles.
 Specific individual targets which pupils are aware of.
 Use of pre teaching
 Use of talk partners to allow oral rehearsal of work as well as work with peers of all abilities
 Use of brain breaks and brain gym.
 Visual feedback to children's work
 Visual self-assessment tools for children to use

Language rich environment
 Vocabulary books
 Vocabulary display
 Given more time
 Answering questions support
 Instructions written down
 Opportunities for verbal rehearsal before writing – language for writing.
 Flexible seating arrangements to maximise learning (hearing, seeing, ability).
 Visual feedback to children's work
 Visual self-assessment tools for children to use

Social, Emotional and Mental Health

Whole school behaviour policy and practice.
 PSHE curriculum, including circle time taught in class with class teacher.
 Attendance monitored by school and if necessary, support from the Education Welfare Officer (EWO).
 Access to year group trips and events.
 Daily assemblies.
 School houses and house point system.
 Playground games and playleaders.
 Effective use of Buddy system. Quiet area
 Home School Link Worker (HSLW) support
 ELSA support from our Emotional Literacy Support Assistant
 Nuture room available at lunchtimes
 Worry box in each class

Physical/ Sensory

PE taught by specialists.
 Lunchtime sports clubs run by teaching staff.
 Wheelchair access available.
 Flexible teaching arrangements e.g. pencil grips, pens.
 Staff Continued Professional Development (CPD).
 Access to breakfast and after school club.
 Access to school lunches.
 Teaching matched to children's learning styles.
 Brain gym breaks used in classroom.
 Display to celebrate children's work.
 Resources for concentration – spaghetti balls, sensory cushions, blu tack, chewlery
 Varied extra-curricular activities – sport, music, drama, specific interests.

Targeted/ Enhanced/ Wave 2

Cognition and Learning

Learning assistant training in specific interventions and strategies.
 Read/ Write /Inc, Reading support.
 Precision maths teaching
 Success at Arithmetic years 5 and 6.
 Multi-sensory spelling programmes – Sound Check, Toe by Toe
 Access to Surrey Learning and Language support.
 Access to Education Psychologist.
 Access to Surrey Behaviour support.
 Staff Continued Professional Development (CPD).
 LSA (learning Support Assistant) training in specific interventions and strategies.
 Booster groups
 Individual Education Plans (IEPs)

Communication and Interaction

Staff Continued Professional Development (CPD).
 Speech and language targets delivered by LSA (learning Support Assistant) trained in Language development.
 Learning assistant training in specific interventions and strategies.
 Liaison with external professional agencies, e.g. Speech and Language Therapists.
 Use of task boards and now/next
 Social skills board games
 Social stories and comic strip conversations
 Use of netbooks/ computer
 Touch typing
 Screen shots of teachers plans and interactive whiteboard slides for LSA to adapt the lesson to a specific individuals needs

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|--|---|
| <p>School tracking of pupils' progress in specific interventions on termly basis. Targeted interventions for groups which might include, listening skills and handwriting. Access to ICT to support recording and learning. ELKAN trained Teaching Assistant</p> | <p>SALT support and recommendations ELSA support</p> |
| <p><u>Social, Emotional and Mental Health</u> Social skills groups and access to Emotional Literacy Support Assistant (ELSA). Behaviour management plans. Self esteem groups. Access to Home School Link Worker support Staff Continued Professional Development (CPD). Learning assistant training in specific interventions and strategies. School tracking of pupils' progress in specific interventions on termly basis Personalised programmes of activities at lunchtimes Home school communication book</p> | <p><u>Physical/ Sensory</u> Opportunity to access Occupational Therapy (OT) or the Physical and Sensory Support Services (PSSS). Staff Continued Professional Development (CPD). Learning assistant training in specific interventions and strategies. Monitoring safety in practical lessons and PE. Physical and Sensory Support Services handwriting and touch typing programmes. Reduction of over- stimulation E.G Ear defenders, screens around workstations</p> |
| <p>Personalised/ Specialist / Wave 3</p> | |
| <p><u>Cognition and Learning</u> Individual Education Plans (IEPs). Access to Surrey Language and Literacy support. Access to Education Psychologist. If applicable, specific support from a LSA (learning Support Assistant)</p> | <p><u>Speech, Language and communication</u> Access to Autism Outreach Access to parent support group for Autism, (ASD). Home – school communication books for individuals. Refer to and support from Speech and Language Therapy. If applicable, specific support from a LSA (learning Support Assistant) 1:1 Social skills intervention Residential trip support</p> |
| <p><u>Social, Emotional and Mental Health</u> Personalised behaviour management plans. Individual support from ELSA TA. Individual therapy including Art therapy Access to LEA Education Psychologist. Access to Surrey behaviour specialist team. Multi Agency work with Children's Services Liaisons with school nursing team. Access to Midday supervisor support. Personalised risk assessments. Access to Home School Link Worker Individual chill out time/ sensory breaks Access to Transition support. Access to nurture group provision If applicable specific support from a LSA (learning Support Assistant). Access to CAMHS (Child and Adolescent Mental Health Service)</p> | <p><u>Physical/ Sensory</u> Opportunity to access Occupational Therapy (OT) or the Physical and Sensory Support Services (PSSS). Wheelchair access. Individual Healthcare plan. Equipment for special needs purchased when needed. Access to a school nurse. If applicable, specific support from a LSA (learning Support Assistant) Fine and Gross motor intervention programmes as recommended by the Occupational Therapist</p> |