



Witley C of E Infant School

Learn, love and flourish together

Provision Map

Our provision map shows our range of provision available to all learners at Witley C of E Infant School. Our map is a live document which allows us to continually monitor, evaluate and plan the development of SEN provision, increase access for all disadvantaged groups and secure the entitlement of all learners enabling all to flourish at Witley.

Our quality first teaching key ingredients, which emphasise high quality inclusive teaching for all pupils in class, are the minimum that our teachers provide for all pupils, known as WAVE 1. To further support our children our SEND provision extends to include targeted learning known as WAVE 2 and personalised learning, known as WAVE 3, to enable all to access our learning at Witley.

WAVE 1 Provision is a holistic approach for all learners		Quality First teaching – Key Ingredients	
* <i>Clear learning objectives and small steps to success</i> *		* <i>High expectations of everyone</i> *	* <i>Confident attitude to learning</i> *
* <i>Rigorous planning, assessment and review</i> *		* <i>Essential pace and transitions</i> *	* <i>Positive behaviour</i> *
* <i>Inspiring learning environments</i> *	* <i>Reflective learners</i> *	* <i>Adaptive teaching</i> *	* <i>Challenging and productive questioning</i> *

A Holistic Approach	WAVE 1 Offer - Universal Provision for all	WAVE 2 Offer - Targeted Learning and Adjustments
	<p>Wave 1 Provision - Quality First Teaching is the provision that is universal for all students. The majority of students will have their needs met through this provision. It is based on high quality teaching and learning; please see below for more detail.</p>	<p>Wave 2 - Targeted Provision is additional provision, that normally takes place in class or in the form of small group interventions. The aim of these is to accelerate progress and enable students to work at age-related expectations. Wave 2 interventions are not primarily for students with SEND and students do not have to be on the Code of Practice in order to access these. These provisions will be put in place following careful analysis of progress data and/or teacher identification: please see below for more detail.</p>
Communication and interaction (COIN)	<ul style="list-style-type: none"> • Productive questioning • Regular and planned opportunities to talk with talk partners that change regularly • Regular opportunities to ask and answer questions • Effective modelling from all adults 	<ul style="list-style-type: none"> • Check pupil understanding • Additional time to process/ask and answer questions • Targeted adult support during whole class teaching • Alternative means of communication • Opportunities to hear and work with peers and adults who model clear speech sounds and good language • Build on strengths and other communication strategies • Visual aids and prompts • Model back sentences correctly • Opportunities for over learning vocabulary/pre-teaching vocabulary • Vocabulary supported visually or with practical objects • Regular opportunities for multi-sensory learning • Opportunities to talk in pairs/smaller groups • Support with social skills required when working as a pair/part of a group
Cognition and Learning (CL)	<ul style="list-style-type: none"> • Activities appropriately support and challenge • Access to sight words, alphabet mats, word mats, number lines, practical resources • Learning objective and steps to success accessible and visible • Designated space to sit during whole class teaching and group work 	<ul style="list-style-type: none"> • Activities are scaffolded and resourced according to personal need for example through lists/visual aids/task boards/writing frames/font size and type/paper colour and size • Children have access to an example and a part-completed example to attempt before trying the task • Adults support targeted children during whole class teaching and have personal resources to support access and understanding • Children have appropriate opportunities to check they understand

	<ul style="list-style-type: none"> • Adults available to support during unstructured times of the day • Learning opportunities to be active and multi-sensory • Learning activities to be purposeful • Opportunities to share ideas and be involved in planning • Regular opportunities to talk and ask/answer questions • Appropriate follow on tasks offering further challenge, consolidation or calm/process time 	<ul style="list-style-type: none"> • Children have access to quiet places to work/use of distraction boards/fiddle and think equipment/move and sit cushions/concentration breaks/task followed by reward • Visual prompts and reminders/opportunities for re-modelling and explaining • Opportunities to rehearse ordering and sequencing with visual aids • Short and simple broken down instructions in written/visual form • Mind maps, story maps and partner work • Tasks related to individual interests • Concepts modelled and supported with visual aids and practical hands-on tasks • Use of visual timetables for certain tasks/tick lists/labels on equipment with pictures • Pre-taught vocabulary • Opportunities for over-learning • Tasks with simple presentation but with the same level of challenge • Alternative means of recording (ICT/scribe/pictures etc)
Sensory and/or physical (SP)	<ul style="list-style-type: none"> • Regular and carefully planned opportunities to use outside learning environment • Regular and planned opportunities for multi-sensory learning 	<ul style="list-style-type: none"> • Left and right handed scissors available • Positioning in class to be considered • Designated seat/table/spot with carefully thought out table places • Move and sit cushions/specialist equipment/writing slope/foot rest/pencil grip • Sensory toys and equipment • Planned movement breaks and use of timers • Use of a buddy during PE as a visual aid for the child, space markers • Carefully chosen coat pegs, going first/last at transition times • Visual prompts with 'hands-on' opportunities to reinforce learning • Opportunities to be as independent as possible
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Regular use of positive praise • Whole class reward system • Clear rules and expectations • Well planned transitions both within class and the wider school environment • Opportunities to develop team work • Adults that model and explain • Adults to model making mistakes and how we can learn from them 	<ul style="list-style-type: none"> • Explicit praise/individual reward system • Opportunities to reflect on what has gone well individually or as part of a small group at the end of each day • Opportunities to participate in activities that build resilience with key adult support • Carefully chose learning partner where interaction is supported by an adult • Team of safe adults within the class and Senior Leadership Team • Well modelled social skills by adults and peers with adult support during structured and unstructured times of day

	<ul style="list-style-type: none"> • All children have the opportunity to work without an adult • Regularly planned circle times • Opportunities to reflect and act on feedback 	<ul style="list-style-type: none"> • Access to organised games/quiet activities or space to be alone • Access to calming activities • Use of individual timetables and count downs to and warnings of change • Clear expectations that are broken down and presented visually with careful consideration given to individual rewards and motivators • Use of a 'safe space' within the classroom • Adults are available to explain • Designated space in the line, use of a buddy, transition object or transition job to provide focus during transition
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Wave 3 Offer

Personalised Provision is specific, targeted interventions for students with SEND who have been identified as requiring additional support. Wave 3 will be put in place when Quality First Teaching and Targeted Provision are not, on their own, enabling the student to make appropriate progress and flourish. This will involve provision such as focused teaching activities that tackle fundamental errors and misconceptions and enable the student to make further progress. As with Wave 2 interventions, students will be identified following analysis of progress data and/or through teacher identification. These pupils may require intervention and support from outside agencies including speech and language/sensory support/social interaction support.