

Windlesham Village Infant School

Provision Map 2022-2023



Our provision map shows the special educational needs provision which may be available to a child at Windlesham Village Infant School. It gives a broad overview of the range of support we offer our children as and when appropriate. We work in partnership with a range of outside agencies (listed below) however we are unable to control their waiting times and criteria for acceptance. This provision map is subject to change and budgetary constraints and is reviewed annually. Support is tailored to the individual child.

The support we offer covers four broad areas of need:

<p>Communication and Interaction</p> <p>Children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p><i>This includes children with Autistic Spectrum Disorder (ASD) e.g. Asperger's Syndrome or Autism.</i></p>	<p>Cognition and Learning</p> <p>Children with learning difficulties will learn at a slower pace than their peers, even when appropriate help and support is given to them in the classroom.</p> <p><i>This includes children with moderate, severe or multiple learning difficulties. Some learning difficulties are specific e.g. dyslexia, dyscalculia and dyspraxia.</i></p>
<p>Areas of Need</p>	
<p>Social, Emotional and Mental Health</p> <p>Children may experience a wide range of social and emotional difficulties which may show themselves in many ways. A child may be withdrawn or isolated. A child may display challenging or disruptive behaviour.</p> <p><i>This includes children with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD).</i></p>	<p>Sensory and Physical</p> <p>Some children have a disability which stops them or makes it hard for them to use regular educational resources and facilities. They need specialist support and/or equipment.</p> <p><i>This includes children with Vision Impairment (VI), Hearing Impairment (HI) and Multi-sensory Impairment (MSI).</i></p>

We support our children at three levels:



WAVE 1

ALL children receive quality first teaching. This is our core provision.



WAVE 2




SOME children need targeted additional support.



WAVE 3




A FEW children need personalised and/or specialist enhanced support.

Communication and Interaction Needs

 ALL children	Inclusive high quality teaching for all	 SOME children	Additional support to accelerate progress	 A FEW children	Additional highly personalised support
Whole school <ul style="list-style-type: none"> • Structured school and class routines • Differentiated learning – planning, delivery, outcome • Different areas in the classroom e.g. book corners, carpet area • General advanced warning of upcoming change • Learning displays and signs e.g. phonics, keywords • Talk partners, small groups, carpet input sessions • Interactive whiteboards in each classroom for interactive activities e.g. stories, songs, games • Adult support in the classroom • Visual and verbal prompts for <i>active listening</i> • Directed questioning • Word mats e.g. topic vocabulary • ICT and recording devices • <i>Reading Rabbit</i> • PSHE and emotional literacy activities e.g. Circle Time • Singing Assembly, school and class performances • Drama activities • School Council for pupil voice • School clubs 		Group intervention and adult support: <ul style="list-style-type: none"> • ‘Time to Talk’ group – speech, language and social interaction group (YR) • Speech group for sound production (YR) • Social skills group such as Lego Therapy • Directed Learning Support Assistant support in class Additional resources: <ul style="list-style-type: none"> • Hear Myself Sound Phones • Attention Bucket – high attention toys Extra teaching and learning materials: <ul style="list-style-type: none"> • ELKAN ‘Language Builders’ – advice and activities • ‘Communication Cookbook’ activities • Black Sheep Press activities • Ann Locke Concepts with PORIC activities • Barrier Games • Talk Boost resources 		1:1 intervention and adult support: <ul style="list-style-type: none"> • Language for Thinking Programme • Socially Speaking programme • Phonological Awareness Programmes • Speech and language activities from speech therapist e.g. attention bucket activities • Directed Learning Support Assistant support e.g. personalised advanced warning of change Additional resources: <ul style="list-style-type: none"> • Individual visual timetables • Now and next boards, Choice boards, My Choice, Your Choice • Transition books with signs, symbols, pictures and photos • Social stories and conversation cartoons • 5-point scale e.g. voice volume • Home school communication books e.g. Talk Book • Talk Tokens • Desk screen, individual table and spaces 	
YR <ul style="list-style-type: none"> • Circle Time • Role-play area • Small world toys • Puppets • Different learning areas • Looking after the hamster • Sound buttons 		Strategies: <ul style="list-style-type: none"> • Modelling and coaching of language and social skills • Simplified and chunked language and instructions • PORIC (Personal experience, object representation, independence and consolidation) 		Strategies: <ul style="list-style-type: none"> • Basic Makaton signing • Pre-teaching <p>The following partner agencies can provide extra support to WVIS school and families. Additional support may include; assessments; target setting; additional resources; personalised support programmes; family liaison and support; and Continuing Professional Development:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Outreach Teams e.g. Portesbery and Freemantles • Parent support groups (e.g. ASD) 	






Cognition and Learning Needs

 ALL children Inclusive high quality teaching for all	 SOME children Additional support to accelerate progress	 A FEW children Additional highly personalised support
<p>Whole school</p> <ul style="list-style-type: none"> • Creative, engaging and active curriculum • Differentiated learning – planning, delivery, outcome • Real-life experiences • Challenging and flexible learning – responding to need • Stimulating and supportive learning environment • Directed seating • Adult support in the classroom and Guided Teaching • Learning resources e.g. word banks, Numicon • Adult support in classrooms and parent helpers • Targets for learning • Self and peer assessment • Next step marking/feedback • Themed days and weeks e.g. <i>Family Learning Week</i> • Use of outdoor space and Forest School sessions • Visitors, visits and trips • Learning through ‘topics’ • <i>Reading Rabbit</i> • Graduated reading schemes • Use of ICT/computing resources • Home learning including online resources • Regular pupil progress reviews, monitoring of teaching quality and feedback to parents <p>YR</p> <ul style="list-style-type: none"> • Early Years Foundation Stage curriculum • Different learning areas within classroom and outdoors • Name cards and self-registration • Toys, games, puzzles, etc 	<p>Group intervention and adult support:</p> <ul style="list-style-type: none"> • Daily Phonics Group (Snappy Lessons - Synthetic Phonics Ltd) • Daily Maths Group (pre-teaching vocabulary and concepts) • Daily Reader – individual reading with an adult • Adult support for small group teaching and learning • Directed Learning Support Assistant support <p>Additional resources:</p> <ul style="list-style-type: none"> • More structured reading schemes such as ‘Dandelion Readers’ • Increased visual aids and writing prompts e.g. personalised word mats <p>Extra teaching and learning materials:</p> <ul style="list-style-type: none"> • Visual and Auditory Memory Skills Books (LDA) <p>Strategies:</p> <ul style="list-style-type: none"> • Opportunities for over-learning; re-visiting learning and rehearsing skills • Learning broken into smaller chunks 	<p>1:1 intervention and adult support:</p> <ul style="list-style-type: none"> • Individual and personalised teaching and learning • Phonological Awareness Programme, Paired Reading • Precision Teaching • Structured independent learning activities/TEACCH • Directed Learning Support Assistant support <p>Additional resources:</p> <ul style="list-style-type: none"> • Individual workstation • Increased access to ICT/computing resources • Coloured filters/reading rulers to support children experiencing visual stress <p>To manage tasks and sustain attention:</p> <ul style="list-style-type: none"> • Now and next, task boards • Chunked learning and timer • Movement breaks <p>Extra teaching and learning materials:</p> <ul style="list-style-type: none"> • Beat Dyslexia resources • SNIP & SNAP resources <p>Strategies:</p> <ul style="list-style-type: none"> • Individual and personalised curriculum <p>The following partner agencies can provide extra support to WVIS school and families. Additional support may include; assessments; target setting; additional resources; personalised support programmes; family liaison and support; and Continuing Professional Development:</p> <ul style="list-style-type: none"> • Surrey Learning and Language Support Team • Educational Psychologist • Occupational Therapy • Speech and Language Therapy • Outreach Teams e.g. Portesbery, Carwarden and Freemantles Schools






Social, Emotional and Mental Health Needs

 ALL children Inclusive high quality teaching for all	 SOME children Additional support to accelerate progress	 A FEW children Additional highly personalised support
<p>Whole school</p> <ul style="list-style-type: none"> • Daily Meet and Greet on the gate • School Values and Values Assembly • School and class rules • Structured rewards and sanctions e.g. praise points • Celebration Assembly – awards and certificates • Responsibilities and jobs • Structured school and class routines • PSHE/PSED differentiated curriculum • Talk partners, drama and role-play • Adult support (classrooms and playground) • Circle Time • SEAL resources • School and class performances and Singing Assembly • Expressive and creative activities in art, PE and music • Playground Pals, First Aiders, Friendship Bench and adult-led playground games • Fresh fruit and milk and access to a hot lunch • School Council for pupil voice • School clubs • Attendance monitored • Safeguarding and Positive Touch trained staff • Kelso’s Choice • Trick Box <p>YR</p> <ul style="list-style-type: none"> • Stories relating to emotions • Puppets, role-play, songs • Looking after the hamster • Birthday box • Happy/sad faces • Fruit and milk social times 	<p>Group intervention and adult support:</p> <ul style="list-style-type: none"> • <i>Time to Talk</i> – speech, language and social interaction group (R) • Social skills group e.g. Lego Therapy • Directed Learning Support Assistant support including settling activities and at key times <p>Additional resources:</p> <ul style="list-style-type: none"> • Individual reward charts • Carpet spaces, specific seating • Worry Monster • Keep in Mind objects <p>Extra teaching and learning resources:</p> <ul style="list-style-type: none"> • Transition planning • Barrier Games • Colour Monster Book <p>Strategies:</p> <ul style="list-style-type: none"> • Use of buddies • Modelling and coaching social skills 	<p>1:1 intervention and adult support:</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistant (ELSA) support (including <i>Drawing and Talking</i> therapy) • Personalised support for transitions e.g. extra transition visits • Key person: meet and greet in the morning, etc • 1:1 social skills support <p>Additional resources:</p> <ul style="list-style-type: none"> • Use of social stories • Individual reward systems with home involvement • ‘Wow’ book, Praise stories • Individual workstation • Home/school communication book • Time out spaces and activities. Safe Place. <p>Extra teaching and learning resources:</p> <ul style="list-style-type: none"> • Calming activities including OT activities • Zones of Regulation <p>Strategies:</p> <ul style="list-style-type: none"> • Give jobs of responsibility in class/around school • 5-point scale – feelings scale/gauge <p>The following partner agencies can provide extra support to WVIS school and families. Additional support may include; assessments; target setting; additional resources; personalised support programmes; family liaison and support; and Continuing Professional Development:</p> <ul style="list-style-type: none"> • Surrey Specialist Teacher, Behaviour Support Team & Educational Psychologist • Child & Adolescent Mental Health Service (CAMHS) • School Nurse/GP/Paediatrician • Inclusion Manager (attendance) • Outreach Teams e.g. Portesbery, Carwarden and Freemantles • Family Support Worker • Surrey Children’s Service (social care)



Sensory & Physical Needs

 ALL children Inclusive high quality teaching for all	 SOME children Additional support to accelerate progress	 A FEW children Additional highly personalised support
<p>Whole school</p> <ul style="list-style-type: none"> • PE/PD differentiated curriculum • Multi-sensory teaching • Flexible teaching arrangements • Adult support in classrooms and on playground • Movement breaks • Correctly sized equipment and furniture • Variety of PE equipment • Playground and outdoor equipment e.g. balancing, climbing • Adult-led lunchtime games • Fresh fruit and milk and access to a hot lunch • Musical instruments • Painting, craft, cutting and playground chalk activities • Dedicated art tables/spaces • Left handed equipment • Triangular and chubby pencils • Drama activities • School clubs • Forest School sessions <p>YR</p> <ul style="list-style-type: none"> • Themed outside areas and plenty of space • Planned activities in sand, water, play-dough, etc • Physical development activities e.g. using trikes • Feely bags • Lego and construction toys • Threading and other fine motor activities 	<p>Group intervention and adult support:</p> <ul style="list-style-type: none"> • Sensory Circuits/Motor skills group • Directed Learning Support Assistant support <p>Additional resources:</p> <ul style="list-style-type: none"> • Adapted scissors, pencil grips and writing slopes • Fiddle toys and chew toys <p>Extra teaching and learning resources:</p> <ul style="list-style-type: none"> • Additional handwriting activities • Fine and gross motor skill activities • Write Dance Scheme <p>Strategies:</p> <ul style="list-style-type: none"> • Structured movement breaks in classroom • Calming, alerting and organising strategies • Lines/margins highlighted in book 	<p>1:1 intervention and adult support:</p> <ul style="list-style-type: none"> • Sensory Circuits • Support with toileting and teaching self-help skills • 1:1 motor skills programme/OT programme • Directed Learning Support Assistant support <p>Additional resources:</p> <ul style="list-style-type: none"> • Equipment for sensory needs e.g. weighted lap wrap, ear defenders • Sensory time-out tent or spaces. Sensory calming box. • Individual workstations • Coloured overlays • Task boards for organisation and motor planning • Seat cushions, <i>sit n' move</i> cushions. Theraband around chair legs. • Disabled toilet (Y2 hut) <p>Extra teaching and learning resources:</p> <ul style="list-style-type: none"> • <i>Eye Can</i> tracking exercises • <i>Take Ten</i>, OT motor exercises • Sensory exercise cards • <i>Write from the Start</i> handwriting programme <p>Strategies:</p> <ul style="list-style-type: none"> • Individual movement breaks in classroom and around school • Sensory needs supported at lunch time e.g. meal temperature, understanding food preferences, noise in hall • Sensory Profile audit <p>The following partner agencies can provide extra support to WVIS school and families. Additional support may include; assessments; target setting; additional resources; personalised support programmes; family liaison and support; and Continuing Professional Development:</p> <ul style="list-style-type: none"> • Occupational Therapy and Physiotherapy • Physical & Sensory Support Service • School Nurse • Outreach Teams e.g. Portesbery, Carwarden and Freemantles School