

Dimple Well Infant School and Nursery Provision Map

Area of Need	Wave 1 – High quality first teaching for all children	Wave 2 – Catch up, Keep up Additional interventions to enable children to work at age related expectations	Wave 3 – Additional and highly personalised interventions
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes, eg. Simplified language and instructions, chunking instructions, processing time • Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving • Observation and assessment of what the child already knows, understands and can do to aid future planning • A range of strategies used that will help child overcome barriers to learning eg use of models, images, pre-teach • Use of ‘Talk Partners’ to promote peer tutoring and learning • Children encouraged to access resources independently • Visual timetable • Organisation of the classroom environment is conducive for learning • Stimulating and interactive displays which promote and support the learning and display children’s work • Structured and consistent school and class routines • Clear and consistent marking code used throughout school • Time given for children to respond to 	<ul style="list-style-type: none"> • Speech and language assistant to deliver support programmes to small groups • Social skills intervention groups – Socially Speaking, Time to Talk groups promoting turn taking, listening and sharing • Musical Interaction intervention 	<ul style="list-style-type: none"> • 1:1 speech and language programme from SLT – 1 page profile targets • Access to Speech and Language therapist in school including CIAT • Access to Ed Psych • Support form CIAT • Support from alternative forms of communication ie Makaton • Individual work stations • Intensive Interaction sessions • 1:1 adult support • Flexible timetable • Start and Finish boxes • Now and Next boards • Visual prompt cards • Social Stories • Daily Catch up/Pre-teach – reading, writing phonics <p>Where needed individual and personalised support is given within the setting to access the curriculum at a differentiated level</p>

	<p>marking</p> <ul style="list-style-type: none"> • Quality feedback given (verbal & written) • Use of symbols/visual prompts • 'Show and Tell' opportunities • 'Celebration' whole school assemblies • Behaviour policy used consistently across school • Positive praise and behaviour strategies used by all adults • Circle Time/ SEAL activities in classes • School Council meet regularly to discuss issues 		
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • An exciting and creative curriculum which makes links between different areas of the curriculum • Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning • Active, engaging and challenging lessons that recap on prior learning and link directly to the objectives, outcomes and success criteria of the lesson as a whole • Personalised and differentiated teaching • Differentiated questioning including open ended questions to challenge and stimulate discussion • Observation and assessment of what the child already knows, understands and can do to inform future planning • Formative assessments • Observations and summative assessments linked to the National 	<ul style="list-style-type: none"> • Phonic Intervention groups • Reading comprehension groups – KS1 • SPAG intervention group – Yr 2 • Maths intervention groups • Catch Up – Keep Up groups: pre-teach and re-learn • Extra resources/equipment to support learning • Targeted intervention teaching 	<ul style="list-style-type: none"> • Educational Psychologist • Inclusion support form LA • Support from LSS and CIAT • Support from VI • Intense English/Maths 1 page profile support • Memory Skills intervention programme • 1:1 better reading support • 1:1 better phonic support • Coloured overlays/paper/large print books and exercise books • Rainbow words intervention • Individual support in class for phonics, maths, reading and writing <p>When individual and personalised support is given within the setting to access the curriculum at a differentiated level</p>

	<p>Curriculum Programme of Study</p> <ul style="list-style-type: none"> • A range of strategies used to help child overcome barriers to learning e.g. use of models, images, pre-teach • Tasks are clearly explained, repeated and modelled • Organisation of the classroom environment is conducive for learning • Equipment and resources clearly labelled and accessible • Increased visual aids/modelled etc • Visual timetables • Use of writing frames • Word banks • In-class support from teacher /TA • Focussed group work with class teacher in English and Maths • All year groups have planned visits and that relate to their curriculum • Systems of marking and assessment track children's progress and show them how to move forward • Daily guided reading sessions • All children have a reading book at their level to take home daily • Very clearly labelled and well organised library with a wide variety of fiction and non-fiction books 		
<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Restorative and positive practice • Daily Emotional Register • 'Worry box' in all classrooms • Whole school rules – consistent throughout school • Whole school rewards and sanctions 	<ul style="list-style-type: none"> • Access to members of staff for friendship/self-esteem/confidence/anger management groups etc • Support for unstructured times • Home/school behaviour record • Transition planning, support and liaison 	<ul style="list-style-type: none"> • Inclusion Support from LA • Support from enhanced provisions • 1:1 TS sessions to develop self-esteem, confidence, develop anger management strategies • Social Skills intervention groups • CAMHS

	<p>systems</p> <ul style="list-style-type: none"> • Celebration certificates presented in whole school weekly celebration assemblies • Circle Time • Weekly discreet PSHE lessons based on 'SEAL', Mental Health policy • Class responsibilities • Whole staff training on Attachment and Resilience • Whole staff training on Behaviour Management • Warm relationships, humour and clear expectations are fostered • Water bottles in classroom • Corridor displays celebrate children's work • Class assemblies which give the children the opportunity to perform in front of the School and their parents • Key Stage 1, UF and Nursery Nativity Plays • After school clubs • Attendance monitored 	<ul style="list-style-type: none"> • Social skills groups 	<ul style="list-style-type: none"> • Individual Behaviour Plan • Access to equipment such as fiddle toys • Access to 'Sensory Tents'/garden room during times of frustration and anxiety • Individual timetables • Playground support • Individual and in class support • Home/school liaison
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Medical training available when required • Staff awareness and understanding • Accessible environment • Carpeted classroom to reduce background noise • Use of pencil grips • Healthy and varied meals including salad bar • Walks around the local area 	<ul style="list-style-type: none"> • Additional handwriting practise • Access to equipment ie. Writing slopes, wobble cushions • Access to areas which are as free from distraction as possible • Fine and gross motor skills intervention eg Fit to Learn • Medical support 	<ul style="list-style-type: none"> • Access to support via Visually Impaired and Hearing Impaired teams • Occupational Therapy programmes • Individual support in PE • Medical support tailored to individual needs <p>Training may be required for:</p> <ul style="list-style-type: none"> • Physiotherapy programmes • 1:1 support to access the school environment and learning • 1:1 medical support to monitor blood

			<p>sugar levels/food intake for pupils with diabetes</p> <ul style="list-style-type: none">• Access to trained staff to support medical conditions• Advise and support from Occupational Therapy, Physical and Sensory Support and Health Services
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