



# Wallace Fields Infant School and Nursery

## Whole School Provision Map

Environments		
High Quality Teaching	Ordinarily Available	Additional Support
<p><b><u>Ingredients for every lesson (Planning)</u></b></p> <ul style="list-style-type: none"> <li>➤ High expectations of all children.</li> <li>➤ High Quality Teaching.</li> <li>➤ Adapted and adjusted tasks rather than different.</li> <li>➤ Revision of previous learning</li> <li>➤ Display of visual success criteria on interactive board. (also displayed on personalized check lists as necessary)</li> <li>➤ Modelling</li> <li>➤ Talk partners</li> <li>➤ Class discussions</li> <li>➤ Stem Sentences</li> <li>➤ Pictures to illustrate concepts</li> <li>➤ Verbal prompts</li> <li>➤ Group work</li> <li>➤ Adjust language used</li> <li>➤ Whiteboards</li> <li>➤ Explicit instructions – I do, We do, You do.</li> <li>➤ Use of visualizers.</li> <li>➤ Use of modelling books.</li> <li>➤ Guided Practise</li> <li>➤ Contingency Scaffolding through ‘on the spot marking’ (marking in the moment)</li> <li>➤ Multi sensory learning approaches.</li> <li>➤ Clear steps within lessons with information chunked.</li> <li>➤ Effective use of AFL</li> <li>➤ Carefully sequenced lessons.</li> </ul> <p><b><u>Organisational</u></b></p> <ul style="list-style-type: none"> <li>➤ Coloured background on the board.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of coloured overlays where appropriate</li> <li>➤ Daily keep-up phonics interventions</li> <li>➤ Daily class reading</li> <li>➤ Pre-teaching groups</li> <li>➤ Precision teaching (groups or whole class)</li> <li>➤ Reasonable adjustments to the behaviour policy, agreed and consistent</li> <li>➤ Settling activity at the start of the day for pupils who struggle to come in</li> <li>➤ Focused pastoral time in small groups</li> <li>➤ Use of assistive technology</li> <li>➤ Strategies to support short-term working memory eg. Now/ next boards</li> <li>➤ Summarised versions of texts/ books with pictures</li> <li>➤ Visual support tasks to aid organisational skills</li> <li>➤ Careful preparation and management of unexpected changes</li> <li>➤ Support with interactions at play and lunchtime</li> <li>➤ Use a range of observation e.g., ABC charts to identify triggers and make changes to provision as a result</li> <li>➤ Increased font size</li> <li>➤ Safe space to have time out when emotionally overwhelmed- Sensory room</li> <li>➤ One to one explanation</li> <li>➤ Touch typing practise/intervention.</li> <li>➤ SALT intervention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Braille for children with visual impairment needs.</li> <li>➤ Dictation software</li> <li>➤ Hearing aids for children with hearing impairment needs</li> <li>➤ Makaton for non-verbal children and with hearing impairment needs.</li> <li>➤ CAMHS Support</li> <li>➤ Adapted furniture.</li> <li>➤ Workstations for children with autism or individual needs to reflect special interests</li> <li>➤ Reduced timetable.</li> <li>➤ ALD Boards</li> </ul>



<ul style="list-style-type: none"><li>➤ Dyslexia Friendly Font – (eg. <i>Comic Sans</i> printed between front size 12 &amp; 14.)</li><li>➤ Flexible grouping</li><li>➤ Calm learning environment.</li><li>➤ Effective deployment of teacher and TAs.</li><li>➤ All children can see the board.</li><li>➤ Considered seating plan.</li><li>➤ Minimal copying from the board.</li><li>➤ Well-managed transitions that describe each step so children know what they need to do next.</li></ul> <p><b><u>Promoting Independence</u></b></p> <ul style="list-style-type: none"><li>➤ Working walls.</li><li>➤ Visual timetables</li><li>➤ Key vocabulary displayed and visual representation next to it.</li><li>➤ Visual timetables same across the whole school using Widget (individual ones using same symbols may be appropriate.)</li><li>➤ Concrete resources</li><li>➤ Manipulatives in mathematics</li><li>➤ Chunked instructions</li><li>➤ Word banks that are teacher generated relating to text or topic.</li><li>➤ Mnemonics</li><li>➤ Resources placed to be easily accessed by the children</li><li>➤ Phonics Mats</li><li>➤ Knowledge Organiser</li><li>➤ Visual Cue Cards using appropriate learning behaviours.</li><li>➤ Writing frames</li><li>➤ Stem sentences</li><li>➤ Show me boards</li><li>➤ Metacognitive strategies ie Flashbacks</li><li>➤ Thinking time</li><li>➤ Clear and regular communication with parents.</li></ul>	<ul style="list-style-type: none"><li>➤ One-page profile</li><li>➤ Writing slope</li><li>➤ Task plan</li><li>➤ Scribe</li><li>➤ Wobble cushion</li><li>➤ Social skills group</li><li>➤ Now/Next board</li><li>➤ Handwriting practise intervention</li><li>➤ Highlight key learning</li><li>➤ Peer tutoring</li><li>➤ Using child's name before a question</li><li>➤ Pastoral interventions (lego play therapy, drawing and talking etc.)</li><li>➤ Whole school Makaton teaching</li></ul>	
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Cognition and learning		
High Quality Teaching	Ordinarily Available	Additional Support
<ul style="list-style-type: none"> <li>➤ High Quality First Teaching</li> <li>➤ Pre teach</li> <li>➤ High expectations for all of our pupils</li> <li>➤ Clear concise steps within lesson to scaffold and support</li> <li>➤ Chunked / broken down tasks to make learning more manageable.</li> <li>➤ Lesson pace and strategies to support learners to stay on task</li> <li>➤ Carefully designed teaching sequences to support mastery</li> <li>➤ Use of a range of resources to support and scaffold learning (concrete objects, images and visuals, visual reminders, sequencing cards, task boards, crib sheets, writing frames and resources to aid memory)</li> <li>➤ Show me boards</li> <li>➤ Assessment for Learning questions</li> <li>➤ Working Walls</li> <li>➤ Daily reading in class</li> <li>➤ Little Wandle Reading Groups</li> <li>➤ A consistent approach to handwriting school</li> <li>➤ Minimal copying from the board / support for children who find this task difficult</li> <li>➤ Little Wandle programme is used.</li> <li>➤ Daily keep-up phonics interventions.</li> <li>➤ Daily readers.</li> <li>➤ High quality modelling and use of good examples (WAGOLL) to aid memory and support expectations</li> <li>➤ English is planned around the use of high, quality texts to develop a real love of reading.</li> <li>➤ Visuals using widget symbols for consistency across the school.</li> <li>➤ Opportunities to work in a small guided group / mixed ability / peer on peer support</li> <li>➤ Fine motor skills – in class support through resources / and intervention groups</li> <li>➤ High quality ‘on the spot’ feedback and marking to ensure that all children make progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Literacy For All intervention – out of class</li> <li>➤ Over learning Precision Teaching (groups)</li> <li>➤ In class support given by class AT – support learning in/out of class</li> <li>➤ Tailored interventions given by trained staff</li> <li>➤ Coloured overlays as required</li> <li>➤ Access arrangements for KS1</li> <li>➤ Individual task cards</li> <li>➤ The use of P scales will be used for pupils working below NC standards</li> <li>➤ Scaffolded PE lessons</li> <li>➤ SENCO support as required for the Assess, Plan, Do, Review of SEND support plans.</li> <li>➤ Agree a discreet signal with a student to indicate when they need help in class e.g. by turning over a coloured card.</li> <li>➤ Memory strategies explicitly taught and personalised to the learning task and pupils personal learning needs</li> <li>➤ Precision teaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ Referrals to STiPS team.</li> <li>➤ Personal Evacuation Plans when needed</li> <li>➤ Physical learning environment considerations for SEND needs</li> <li>➤ Liaise with professionals – STiPs, Behaviour support, EPS.</li> <li>➤ Bespoke curriculum where appropriate for children with EHCP’s</li> </ul>



<ul style="list-style-type: none"> <li>➤ On-going teacher assessment for, and of, learning. AFL</li> <li>➤ Adaptive curriculum planning, activities, delivery and outcome.</li> <li>➤ Personalised materials to aid learning – (writing frames / task boards / personalised timetable / now and next boards)</li> <li>➤ A curriculum that is fit for purpose and designed for our pupils.</li> <li>➤ AT support in every class every day</li> <li>➤ Additional AT support when / where needed.</li> <li>➤ Learning is Multisensory - visual, auditory and kinaesthetic learning</li> <li>➤ Allow time for recall. Pupils given time or support, before responses are required.</li> <li>➤ Allow time to talk through ideas/concepts and discussion.</li> <li>➤ Classrooms are purposeful / clutter free—enabling a positive learning experience for all pupils</li> <li>➤ Use of ‘1,2,3, show me’ boards</li> <li>➤ Visual timetable</li> <li>➤ Stem sentences.</li> <li>➤ Concrete resources</li> </ul>		
<b>Communication and Interaction</b>		
<b>High Quality Teaching</b>	<b>Ordinarily Available</b>	<b>Additional Support</b>
<ul style="list-style-type: none"> <li>➤ High Quality First Teaching</li> <li>➤ AT in every class every day to support understanding and scaffold learning.</li> <li>➤ A language rich environment, culture and climate across the school.</li> <li>➤ Stem sentences to aid oral rehearsal and embed learning.</li> <li>➤ Time to process/ time to talk with an adult/time to talk with a learning partner.</li> <li>➤ Instructions written down/step by step guide to lessons.</li> <li>➤ Instructions and information given to children in small manageable chunks.</li> <li>➤ Clear success criteria displayed to children</li> <li>➤ Structured school and class routines.</li> <li>➤ Use of visual strategies to aid teaching and learning- Widget, eg. Visual timetables, materials linked to lessons, word mats.</li> <li>➤ Regular PSHE lessons and whole school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small group work sessions to develop interaction skills.</li> <li>➤ Small group social skills – Lego Play Therapy.</li> <li>➤ Transition support, eg. classroom/playground, class/class,</li> <li>➤ Now/Next boards.</li> <li>➤ Pre-teaching.</li> <li>➤ SENDco support for writing SEN Support Plans, SEND plan SMART Targets.</li> <li>➤ Speech, Communication and Language support</li> <li>➤ Key identified Reception pupils supported by the Nuffield Early Language Intervention (NELI), information shared with parents.</li> <li>➤ WELLCOMM Language intervention</li> </ul>	<ul style="list-style-type: none"> <li>➤ SALT interventions.</li> <li>➤ Speech and Language Individualised / personalised support</li> <li>➤ PECS / Sign Language</li> <li>➤ ALD’s – Aided Language Displays</li> </ul>



<ul style="list-style-type: none"> <li>➤ Pupil support – Playtime Pals</li> <li>➤ Makaton taught as a whole school approach to communication</li> <li>➤ All Reception children assessed against the Nuffield Early Language Intervention (NELI) upon joining.</li> <li>➤ Sound buttons in the Early Years to explain activities available during discovery learning.</li> <li>➤ Sound buttons available to support children with orally rehearsing writing.</li> <li>➤ Oracy focus and talk tasks planned</li> </ul>		
<b>Social, Emotional, Mental Health</b>		
<b>High Quality Teaching</b>	<b>Ordinarily Available</b>	<b>Additional Support</b>
<ul style="list-style-type: none"> <li>➤ A culture and climate based on positivity and nurture, for example the way the children are greeted as they enter the classroom in the morning.</li> <li>➤ Soft start at the beginning of the school day.</li> <li>➤ Mindful activities</li> <li>➤ Clear behaviour expectations modelled by staff.</li> <li>➤ Praise is specific and named.</li> <li>➤ Pupil jobs to raise self-confidence and responsibility.</li> <li>➤ Key staff are ACES trained.</li> <li>➤ Visual timers used to support regulation.</li> <li>➤ Visual timetables to support familiar routines.</li> <li>➤ Secure, trusting relationships between all adults and children.</li> <li>➤ Emotional check ins</li> <li>➤ PSHE curriculum built around core values to support explicit teaching.</li> <li>➤ RSE policy and programme to support key skills for being ready and fit for their future.</li> <li>➤ Growth mindset language used in each classroom.</li> <li>➤ Easy to access concrete resources to support learning.</li> <li>➤ Positive affirmations and celebrating successes displayed</li> <li>➤ Fiddle Toy assessment tool and fidgets appropriate available</li> <li>➤ Pictorial instructions</li> <li>➤ Developing breathing strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reasonable adjustments to the behaviour policies for children who communicate gaps in their SEMH development.</li> <li>➤ Flexible starts when agreed with Headteacher</li> <li>➤ Emotional check ins with key adults throughout the day.</li> <li>➤ ELSA support.</li> <li>➤ Drawing and talking.</li> <li>➤ Lunch time activities</li> <li>➤ Choice of two options within a given activity.</li> <li>➤ Adult support</li> <li>➤ Weighted blanket.</li> <li>➤ Personalized system to request support without drawing attention to themselves.</li> <li>➤ Moving around/sensory breaks.</li> <li>➤ Safe spaces for when feeling overwhelmed.</li> <li>➤ Social scripts.</li> <li>➤ Social stories tailored to experiences and presenting need</li> <li>➤ Thrive</li> <li>➤ Sensory Room</li> </ul>	<ul style="list-style-type: none"> <li>➤ Educational Psychologist input and recommendations when necessary</li> <li>➤ Children’s mental health services referral system.</li> <li>➤ Virtual schools support.</li> <li>➤ STiPs- Behaviour Support input.</li> <li>➤ Personalised provision as part of Assess, Plan, Do, Review Process.</li> <li>➤ Bespoke approach to support individual pupil needs.</li> </ul>



<ul style="list-style-type: none"> <li>➤ Restorative approach used school wide as part of behaviour policy.</li> <li>➤ Pupil Parliament to develop pupil voice and aid empowerment.</li> <li>➤ Use of sensory room</li> </ul>		
<b>Physical and Sensory</b>		
<b>High Quality Teaching</b>	<b>Ordinarily Available</b>	<b>Additional Support</b>
<ul style="list-style-type: none"> <li>➤ Real life sensory experiences built into planning and the curriculum.</li> <li>➤ Ear defenders (provided by parents or school)</li> <li>➤ Wobble cushion/ Sit and Move</li> <li>➤ Chair band.</li> </ul> <p><b>Visual</b></p> <ul style="list-style-type: none"> <li>➤ Coloured overlays/ different coloured paper</li> <li>➤ Consider lighting – natural and artificial</li> <li>➤ Eliminate inessential copying from the board</li> <li>➤ Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge</li> <li>➤ Read aloud as you write on the board</li> <li>➤ Avoid standing in front of windows – your face becomes difficult to see</li> <li>➤ Use Ipad/laptop/computer for reading if text is too small in physical book</li> <li>➤ Consider seating – sat at the front closer to board/resources</li> </ul> <p><b>Hearing</b></p> <ul style="list-style-type: none"> <li>➤ Careful seating – closest to the teacher</li> <li>➤ Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro</li> <li>➤ Slow down speech rate Allow more thinking time</li> <li>➤ Repeat contributions from other children – their voices may be softer and speech more unclear</li> <li>➤ Check that oral instructions have been understood</li> <li>➤ Face the children when speaking &amp; keep hands away from mouth</li> <li>➤ Use of visuals to aid understanding</li> <li>➤ Makaton</li> </ul> <p><b>Co-ordination</b></p>	<ul style="list-style-type: none"> <li>➤ Touch typing intervention</li> </ul>	<ul style="list-style-type: none"> <li>➤ Personalised provision from Assess, Plan, Do Review Process provided by OT.</li> <li>➤ Specialist medical care – for example diabetes.</li> <li>➤ Intimate Care Policy.</li> <li>➤ Braille for children with visual impairment needs.</li> <li>➤ Dictation software</li> <li>➤ Hearing aids for children with hearing impairment needs</li> <li>➤ Makaton for non-verbal children and with hearing impairment needs.</li> <li>➤ Outside agency support ie teacher of the deaf.</li> </ul>



<ul style="list-style-type: none"><li>➤ Handwriting lines to support effective transcription.</li><li>➤ Writing slopes</li><li>➤ Pens/pencil grips.</li><li>➤ sufficient space in seating position at the table</li><li>➤ LH &amp; RH pupils not next to each other with adjacent hands</li><li>➤ Desks at elbow height</li><li>➤ Sloping desk stand if appropriate</li><li>➤ Seated with minimal distractions.</li><li>➤ Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing.</li><li>➤ Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</li><li>➤ Range of fine motor and gross motor activities</li></ul>		
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