



Ursula Taylor Church of England Primary School

Wave 1, 2 and 3 Provision Mapping – Individual Needs and Special Educational Needs and Disabilities

Wave 1 Provision is part of everyday life at Ursula Taylor, we ensure that all children have a wide variety of opportunities and are able to access the entirety of the curriculum. If a child needs additional support which is not deemed part of 'everyday' (Wave 1) Quality First Teaching, we provide opportunities from Wave 2 or Wave 3 provision. Children who receive Wave 2 or 3 provision have a Learning Support Plan which details their Special Educational Needs or Disabilities and has specific targets for the child to achieve. These plans are written collaboratively by the child, their parents and their class teachers and are reviewed at least termly. Learning Support Plans are working documents and are referred to and annotated by Teachers and Teaching Assistants as part of the monitoring and assessment which each child receives. For more information please see: UTS SEND / Inclusion Policy and also UTS SEND Information Report. The table below details all the provision available for Wave 1, 2 and 3.

SEND at UTS is the responsibility of:

Hannah Mayston – SENDCo, Mrs S Hammond – Inclusion / SEND Governor and Victoria Morrall – Headteacher

| Area of Need | Wave 1 Differentiation – Quality First Teaching |
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| Cognition, Learning and Independence | <ul style="list-style-type: none"> ○ High expectations of behaviour and academic standards linked to our Values Programme ○ Differentiated curriculum planning/delivery ○ Differentiated learning styles ○ Choice and Challenge ○ Child Lead Learning ○ Visual timetables/learning aids ○ Pupil Progress Meetings ○ Use of writing frames ○ TA support in class ○ Focused group work: e.g. Guided Comprehension ○ Learning offers links to real life experiences and opportunities to demonstrate 'mastery' of a skill, concept or understanding ○ Assessment Information – progress and achievement ○ Independent Learning – Thinking / learning skills, displays to support children's learning ○ Interactive classroom displays, VCOP / SPaG / Maths / English working walls ○ Learning Logs / Journals ensure learning continues at home and is linked to school |

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| | <ul style="list-style-type: none"> ○ Next Steps for individual children – through marking, Peer and self-assessment (pink and green marking) ○ 'We are Learning to' and Success Criteria shared with and written by children – all children know what they need to demonstrate to make progress in each lesson ○ Resources easily accessible and clearly marked ○ Individual work stations available if required ○ School environment accessible and all areas utilised – e.g. outdoor area, library, wellbeing room ○ Flexible seating arrangements to suit different pupils needs ○ Signage is clear and easy to access for all children ○ Classroom routines are clear and linked to the visual timetable and class rules / code of conduct ○ Staff have joint Planning, Preparation and Assessment (PPA) time – to share planning and ensure a cohesive linked curriculum across a year group |
| Communication & Interaction | <ul style="list-style-type: none"> ○ Differentiated curriculum delivery, resources and learning styles ○ Visual timetables and clear classroom routines ○ Differentiated groupings e.g. Talk partners, Reading Buddies and Year 4 Play Pals ○ Simplified language – linked to signing where appropriate ○ Staff model good spoken English and communication skills ○ Use of symbols/signing ○ Use of 'Thinking Time' to give children time to process and respond ○ Learning Logs / Journals to take learning home and keep communication with parents ○ Staff and parent relationships are positive and collaborative and linked to our ethos and values – modelling to our children at all times ○ Assessment for Learning strategies (AfL) of peer and self-assessment linked to talking partners and dialogue ○ Values Programme underpins all relationships and teaching in the school ○ Whole school mix up days – e.g. Eco Day, Chinese New Year etc. Older children modelling exceptional behaviour and high aspirations to our younger children |
| Social, Emotional and Mental Health – overcoming barriers to learning | <ul style="list-style-type: none"> ○ Whole school behaviour policy ○ Whole school SEND / Inclusion policy ○ Accessibility Policy ○ Class code of conduct/rewards systems – consistent expectations in terms of behaviour ○ Circle time as part of PSHCE ○ Half Termly whole school values – Pupil led ○ Golden book (weekly) ○ Values Certificates (weekly) ○ Well-Being hour Friday PM across the school ○ Sidney Club Nurture Groups |

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| | <ul style="list-style-type: none"> ○ Matching more confident child to a less confident one to model assertiveness and increase well-being ○ Well-being and Involvement scales used in Foundation Stage ○ Talk Time offered to children who are vulnerable ○ Promoting independence through supporting children's individual needs - increasing children's self-worth and well-being ○ Promoting resilience and ability to tackle a challenge - Growth Mindset ○ Achievement for All - Structured Conversations used to engage parents or offer additional support when needed. ○ Modelling positive, respectful relationships between staff and parents and staff and children |
| Sensory & Physical - responding to the diverse needs of our children | <ul style="list-style-type: none"> ○ Flexible teaching arrangements - both seating arrangements and when in a more flexible environment ○ Structured routines - visual timetables ○ Appropriate age and stage resources ○ Quiet spaces for children to use e.g. Well-Being Room ○ Use of specialist resources to support children with sensory needs - e.g. weighted bean bags, wobble cushions and sensory circuits ○ Physical learning breaks provided if required |

Wave 2 and 3 Provision at UTS

| Area of Need | Wave 2 Provision | Wave 3 Provision |
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| Cognition, Learning and Independence | <ul style="list-style-type: none"> ○ Additional support for classroom based learning within a small group ○ Teaching Assistant / Teacher support in small groups of 1:1 ○ Additional English / Maths intervention outside of normal class timetable e.g. additional Phonics teaching, or spelling focus groups. ○ Buddy reading time ○ Catch up Phonics (Year 1 / Year 2 / Year 3) ○ Additional Guided Reading / Comprehension / Handwriting sessions ○ Additional Maths session - e.g. rapid recall Maths | <ul style="list-style-type: none"> ○ Additional support for class based learning on a 1:1 basis - Learning Support Plan ○ 1:1 support at break / lunchtime - if required ○ Personalised learning programmes - e.g. Acquisition of Literacy skills / Phonics / Reading / Writing ○ Specialist advisor programmes - e.g Speech and Language, Occupational Therapy, Physiotherapy, Educational Psychology ○ Specific resources linked to Individual Needs - e.g. visual / auditory ○ 1:1 Reading programmes |

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| | <ul style="list-style-type: none"> ○ Pre-Learning in English / Maths / Topic: focus on the methods used or vocabulary needed ○ Additional Key word practice (probe sheets) - Common Exception Words ○ Use of different coloured paper/books ○ Daily Readers - volunteer Reading Partners ○ Max's Marvellous Maths Programme - Year 1 and Year 2 (If required) | <ul style="list-style-type: none"> ○ Wordshark ○ Numbershark ○ SpLD assessments (External and internal) ○ BPVS (British picture vocabulary Scale) |
| Communication & Interaction | <ul style="list-style-type: none"> ○ Differentiated curriculum delivery - often in small groups led by a Teaching Assistant ○ Speech and Language support - internal targets and also external targets set by Sp and L Therapists ○ Social Stories and social and emotional support ○ ASD friendly classroom and strategies used for individuals ○ Pre-Learning of vocabulary to ensure access to subjects e.g. new topic related vocabulary ○ Additional ICT to support communication e.g. ipads | <ul style="list-style-type: none"> ○ 1:1 Speech and Language Programmes - detailed on LSP or EHCP ○ Personalised Social Stories to support communication and interaction ○ Signing - eg Makaton, BSL ○ Hearing Impairment equipment ○ Home / School Communication Books - enhancing communication with parents/carers ○ External agencies - ASD advisor, EP, SALT etc. |
| Social, Emotional and Mental Health - overcoming barriers to learning | <ul style="list-style-type: none"> ○ Sidney Club Nurture group ○ Additional support from Year 4 Play Pals ○ Learning Support Plans detailing targets and additional social support ○ Social and Emotional support through Social Stories and peer modelling ○ Talk Time ○ Home / School Communication Book ○ Behaviour management policy - positive reinforcement and linking directly to Values Education Programme ○ Lunchtime Nurture group run by a class teacher | <ul style="list-style-type: none"> ○ Sidney Club Nurture group ○ Talk Time ○ Play therapy sessions ○ CHUMS referral ○ Early Help Assessment (EHA) to access Social and Emotional Support / parenting support / Pathways / Parenting Puzzle ○ Key Staff meet and greet in the playground ○ 1:1 mentoring sessions linked to well-being ○ Emotional Literacy sessions ○ Anger management sessions ○ Well-being and self worth work ○ Social Stories ○ Transfer programmes for individual children ○ Team around the Child meetings if required (TAC) ○ 1:1 support where appropriate on Educational Visits ○ External support from: Social Care Team, Child |

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| | | Development Centre, Clapham Children's Centre |
| Sensory & Physical - responding to the diverse needs of our children | <ul style="list-style-type: none"> ○ Brain Gym sessions ○ Fine motor control handwriting sessions ○ Additional adult support within whole class sessions - including PE ○ Specialist provisions e.g. Visual Impairment / Hearing Impairment equipment. ○ Alterations to the school site and accommodation e.g.: ramps, etc where appropriate. ○ Jabadao Club | <ul style="list-style-type: none"> ○ 1:1 support for class based learning ○ Care Plan to be created and implemented if required ○ Now and next cards where needed ○ External advisors advice used - e.g. SALT, EP, Occupational Therapy etc. ○ Sensory Circuits to support ASD children ○ School Nurse team involvement where necessary ○ External advice from Physiotherapists, Occupational Health, Hearing and Visual Impairment Team, ASD, Educational Psychology, CHUMs |

Provision Map reviewed and updated October 2017

Miss Hannah Mayston (SENDCo)