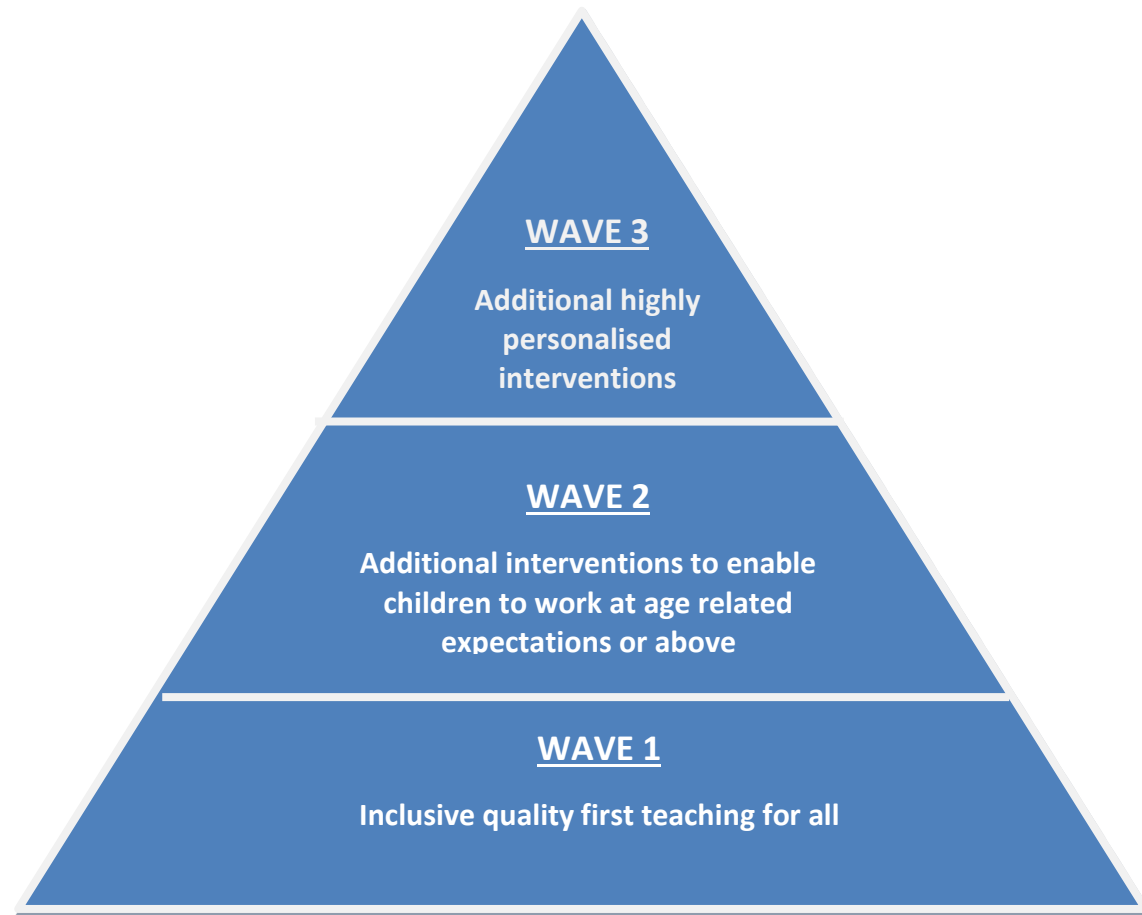




# Stoughton Infants

## Whole School Provision Map



**Waves of Intervention Model**

## Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing work at different levels for different needs and creating an inclusive learning environment. Here are just some examples of our Wave 1 provision. If you want to find out more, you are welcome to make an appointment to visit the school.

### Curriculum

- Quality teaching by qualified teachers and TAs who are trained to promote holistic progress for children who have a variety of different needs
- We offer a broad, balanced and engaging creative curriculum
- We offer an indoor and outdoor environment that has been specifically designed to engage Infant children.
- Teaching is highly responsive to pupil need on a daily basis. Assessment of each child's progress each day informs the following day's planning.
- We meet every learning preference using our extensive resources
- Our Foundation Stage allows children to choose indoor or outdoor activities and has a good balance of adult led and child initiated activities
- We teach Forest School including gardening in our specially adapted environment

### Curriculum Enhancement

- Use of specialist professionals to enhance learning i.e. weekly sports coaches, artists, authors, professionals i.e. a vet, music and drama specialists
- Safety teaching led by community specialists

### Homework

- Reading books, phonics activities and home-school communication via our online forum Tapestry

### The School and Classroom Environment

- Our building is fully accessible with a disabled toilet, disabled parking, changing areas, drinking water, tissues, spare clothing and footwear
- We organise our classrooms to promote independence
- Every child has what they need to help them feel a valued and included member of our school family .i.e. their own peg, books, reading book, drinking water and equipment.
- There are regularly updated learning aids on the walls
- Children's work is displayed throughout the school
- Rules for classrooms, dining hall and corridor are consistent & revisited regularly.
- Plentiful high quality resources that meet the learning needs of pupils in every area of the curriculum
- Extensive role play equipment that is used throughout the school to support a wide variety of topics and learning
- A variety of ICT equipment including chrome books, tablets, laptops, desk top computers, programmable and recording devices that promote learning
- A book corner in every classroom containing fiction, poetry, picture and information books
- A library area containing fiction, poetry, picture and information books including a quiet cosy spaces to enjoy books
- The calm zone, a space for sensory regulation.
- Extensive outside areas detailed below

### Assessment and Feedback

- All children's attainment and progress is continually assessed and tracked throughout the year
- Verbal feedback and marking tells children what they have done well and how to improve
- Good, regular formal and informal communication with parents
- When needed, assessment by a specialist agency such as Speech Therapy, Learning and Language Support or Physical and Sensory Support
- Assessment, strategies and feedback based on observations by the Inclusion Team
- Events such as workshops and parenting classes to enable parents to understand how children develop and promote progress at home

### Staffing

- Fully qualified teachers for every class
- Trained and skilled teaching assistants
- Home School Link Worker who supports emotional and social wellbeing
- A trained ELSA to provide emotional support tailored to individual need.
- A high ratio of adults to children that enables us to meet pupil need closely
- TAs qualified to deliver specific Intervention programmes according to individual or cohort need
- A specialist Forest School leader
- Children in our Nursery all have a Key Person assigned to them
- We have a specialist trained Speech & Language TA (EKLAN)

### **Educational outings**

- All our children have the opportunity to go on educational outings throughout the year
- Some outings are in our local area and support history, geography, RE, maths/ICT(data collection) projects
- At least once a year children travel further to specialist centres that enhance their education
- Our varied outings support our topic work and new initiatives and offer a wide range of new experiences and learning.

### **Outside Areas**

- A large playground with a variety of markings offering games, physical challenges, learning and a bike track
- Equipment which includes bikes, scooters, skipping ropes, bats, balls, stilts and hoops
- A very large climbing area with tunnels, bridges, ropes, ladders, climbing ramps, turrets and slides
- A story chair with log seats surrounding, and log circle, chalk boards and walk-in birdhides
- A climbing wall and wooden climbing equipment
- Sandpits and a pond
- A very large walk through, wooded wildlife area
- A Sensory Garden and an allotment
- 10 whole wall murals which stimulate creativity and learning across all areas of the curriculum
- 2 enclosed outside classrooms (quadrangles in the centre of the school)
- A well- equipped Nursery garden that provides a tailored environment for pre-school children

### **Lunchtime**

- Meals cooked on site
- Staff led and self- initiated activities and games every day
- Focussed support for the development of social skills

### **Reading and Books**

- Well stocked book corners in every class
- Quality group reading materials
- A variety of reading books that meet the needs of children at different levels and with different reading styles
- Synthetic Phonics programme Little Wandle
- Structured and targeted reading scheme aligned to our phonics teaching (Little Wandle)
- 1-1 reading sessions with a teacher or TA in addition to three weekly group reads.
- A read together book to take home and share with family, fostering a love of reading.
- Individual home-school reading recorded on the online forum Tapestry. This records progress and inform parents how to help children progress
- A variety of activities that promote reading for a purpose i.e. role play, Easter Egg Hunt with clues to follow

### **ICT**

- Interactive Whiteboard and PCs in every classroom
- Portable chrome books and tablets on trolleys which can be transported to classes
- A wide range of ICT equipment

### **Performing Arts and Class Assemblies**

- Separate Christmas Productions by Key Stage 1, Reception and Nursery every year
- A Leavers Production by Year 2
- Every child is included in their own class assembly where they celebrate their learning and a variety of multi-faith festivals
- Assemblies include Open the Book bible stories, Super Stars which celebrates the children's good conduct, work ethic and achievements
- Termly drama workshops
- Dance is taught as part of our P.E Curriculum

### **School Ethos**

- Relationship is the foundation of success and we prioritise the fostering of good relationships between all staff, children, parent/carers, the wider community and also with our natural environment
- We greet and welcome our community at the start of each day to build safety, wellbeing and confidence
- We generate an environment of safety to take risks with learning through praise and encouragement
- Our children agree our rules so understand their purpose. Be kind, Be Polite, Be Positive
- We offer consistent boundaries that create a safe and predictable environment within which good behaviour is fostered
- We have high expectations of behaviour, school work and presentation. The children know and aspire to their targets
- We teach social, emotional skills and understanding through a variety of programmes such as 1 decision and our PSED curriculum. With our ELSA able to work with individuals where a need is identified.
- We ensure that learning is engaging and stimulating because children remember what they enjoy
- We make learning as experiential as possible so that it is active rather than passive
- Through initiatives such as the Young Apprentice Week, Forest School, gardening and cooking we give children ownership and responsibility so that they develop skills of teamwork, creativity and independence

### **Pupil Voice**

- Our Learners' Audits give children an opportunity to express views and influence decisions
- All children are regularly asked by teachers, co-ordinators and leaders for their thoughts on specific curriculum areas
- All children have a section within their three termly reports where they can express their views.

### **Extra-Curricular**

- A wide range of lunchtime and after school clubs
- Breakfast Club before school begins
- After school child care at Koosa Kids

## Cognition and Learning

Wave	Support
2	<ul style="list-style-type: none"> <li>• Individual key targets</li> <li>• a range of additional differentiated intervention and focus groups</li> <li>• 1:1 target work</li> <li>• provision monitoring</li> <li>• monitoring of intervention groups</li> <li>• tracking by the Inclusion Team</li> <li>• additional varied resources</li> <li>• support programmes to address individual needs</li> <li>• in class adult support from both class teacher and learning support assistants (LSA)</li> <li>• individual phonics and reading programmes (LW SEND)</li> <li>• promotion of independent learning skills.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Individual Support Provision Plans (ISP)</li> <li>• Individual and targeted assessments</li> <li>• ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home,</li> <li>• regular contact with parents</li> <li>• outside agencies frequently consulted to support individuals</li> <li>• curriculum adaptations</li> <li>• 1:1 and focus group work</li> <li>• additional resources</li> <li>• risk assessments</li> <li>• monitoring of provision and progression by Inclusion Team</li> <li>• outside agencies including Learning &amp; Language Support (LLS)</li> <li>• promotion of independent learning skills.</li> <li>• EHCP Application</li> </ul>

## Speech, Language and Communication

Wave	Support
2	<ul style="list-style-type: none"> <li>• Individual key targets</li> <li>• a range of additional differentiated intervention and focus groups</li> <li>• 1:1 target work</li> <li>• provision monitoring</li> <li>• monitoring of intervention groups</li> <li>• tracking by the Inclusion Team</li> <li>• additional varied resources</li> <li>• support programmes to address individual needs</li> <li>• in class adult support from both class teacher and learning support assistants (LSA)</li> <li>• individual phonics and reading programmes</li> <li>• promotion of independent learning skills.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Individual Support Provision Plans (ISP)</li> <li>• Individual targeted language assessments</li> <li>• ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home</li> <li>• regular contact with parents</li> <li>• additional speech and language therapist support</li> <li>• curriculum adaptations</li> <li>• trained staff to work with individuals and focus groups (EKLAN) (NELI) (TALK BOOST)</li> <li>• additional resources and a range of targeted language and ASD programmes</li> <li>• monitoring of provision and progression by Inclusion Team and outside agencies including speech and language therapists and Learning &amp; Language Support (LLS)</li> <li>• promotion of independence.</li> <li>• EHCP Application</li> </ul>

Social, Emotional and Behavioural		Physical and Sensory
Wave	Support	Support
2	<ul style="list-style-type: none"> <li>• Individual targets</li> <li>• a range of additional differentiated intervention and focus groups including monitoring of groups and progression,</li> <li>• 1:1 target work</li> <li>• home school books,</li> <li>• additional resources</li> <li>• support programmes and groups to address individual needs including, social skills groups, anger management, anxieties &amp; social difficulties, nurture activities</li> <li>• in class adult support from both class teacher &amp; LSAs</li> <li>• discrete playground monitoring</li> <li>• reward charts</li> <li>• promotion of independent learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual key targets</li> <li>• a range of additional differentiated intervention and focus groups</li> <li>• 1:1 target work</li> <li>• provision monitoring</li> <li>• tracking monitoring of groups and progression</li> <li>• additional varied resources, support programmes to address individual needs including fine motor skills, handwriting programmes</li> <li>• in class adult support from both class teacher &amp; LSAs</li> <li>• promotion of independent learning skills</li> </ul>
3	<ul style="list-style-type: none"> <li>• Individual Support Provision Plans (ISP)</li> <li>• ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home</li> <li>• Social stories</li> <li>• ELSA support</li> <li>• Transition photo books &amp; videos</li> <li>• Home School Link involvement,</li> <li>• individual timetables</li> <li>• Curriculum adaptations</li> <li>• regular contact with parents</li> <li>• outside agencies consulted including Behaviour Support</li> <li>• 1:1 and focus group work,</li> <li>• monitoring of provision and progression by Inclusion Team risk assessments</li> <li>• promotion of independent learning skills.</li> <li>• EHCP Application</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Support Plans (ISP)</li> <li>• ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home</li> <li>• regular contact with parents</li> <li>• Occupational therapy &amp; physiotherapy exercises carried out under the supervision of specialists</li> <li>• Outside agencies specialists invited to advise staff and work with individuals, curriculum and environment adaptations to ensure accessibility, disabled toilets, wheelchair accessible classrooms, additional resources monitoring of provision and progression by the Inclusion Team</li> <li>• Risk assessments</li> <li>• use of scribes</li> <li>• promotion of independent learning skills.</li> <li>• EHCP Application</li> </ul>

