

**Darley Dene Primary School**  
**Whole School Provision Map**

Our school strives to include all children. We have a range of provision that children can access should they need to.

- **Wave 1 – Universal** - Teaching is planned at an appropriate level so that all children can make progress from their starting points and achieve success. Whole class work will be differentiated to meet the needs of all learners.
- **Wave 2 – Targeted** - If a child is not making progress in line with their peers, additional support or intervention may be needed. Children receiving targeted support may be on the school's SEN Register.
- **Wave 3 – Individual - 3** – If additional support has not accelerated learning, then a more personalised approach is taken. External agencies such as specialist behaviour support and educational psychology may be involved at this stage.

<b>Wave 1 Universal Provision</b>	
<p><b>Cognition &amp; Learning</b></p> <p>Effective differentiation within classes</p> <p>Learning Support (class based Teaching Assistant) in all classes</p> <p>Feedback to children about their work – verbal and written</p> <p>Use of word mats and vocabulary books.</p> <p>Use of writing frames where appropriate.</p> <p>Use of pre and post teaching</p> <p>Regular assessment and tracking of pupil progress.</p> <p>Practical resources to support learning concepts</p> <p>Use of Interactive Whiteboard</p> <p>Stimulating and supportive learning environment using a range of learning styles (multisensory and Auditory, Visual, Kinaesthetic)</p> <p>Staff Continuous Professional Development (CPD) keeps their practice current.</p> <p>Guided reading and writing sessions</p> <p>'Star of the Week' contributes to motivational levels and engagement in learning tasks</p> <p>Senior Leadership Team regularly observes, monitors and moderates work to ensure quality first teaching.</p> <p>Referral to SENCo system in place to identify children causing concern.</p> <p>Regular access to a library</p> <p>Effective transition processes with feeder schools.</p> <p>Flexible seating arrangements to maximise learning.</p>	<p><b>Communication &amp; Interaction</b></p> <p>Teacher modelling speech and extending language and concepts.</p> <p>Repeating instructions back to children</p> <p>Use of visual resources – clear labelling in the classroom and around the school.</p> <p>Modified language input.</p> <p>Mind mapping new concepts.</p> <p>Instructions written down</p> <p>ICT and use of Interactive whiteboard, Laptops and I pads</p> <p>Visual timetables in all classrooms</p> <p>Non-verbal prompts and hand gestures</p> <p>Use of Talk Partners in the classroom</p> <p>Circle time</p> <p>Practical and concrete experiences which support language understanding</p> <p>Opportunities for verbal rehearsal and mind mapping new concepts before writing</p>

<p><b>Social, Emotional &amp; Mental health</b></p> <p>Whole school behaviour policy and practice is in place and used by all  Class agreed rules  ‘What I wish my teacher knew’ box in every classroom  PSHE curriculum including conflict resolution during  Circle Time Weekly  Values assemblies  PSHE delivered as a discrete weekly lesson following  Jigsaw Programme  Part time Home School Link Worker (HSLW) supports specific children  Whole school assemblies and class assemblies offer a spiritual dimension  Class Star of the week celebrated in a weekly whole school celebration assembly  TA support during break times/lunchtimes  Access to year group trips and events  Transition links to secondary schools</p>	<p><b>Physical &amp; sensory</b></p> <p>Specialist PE coach  Climbing frames, climbing wall, playground activities  Physical Education (PE) equipment.  Forest school  Wheel chair access to all rooms  Accessibility Plan in place  Access to Breakfast club, school lunch and fruit snack for KS1  Availability of resources such as pencil grips, fidget cushions, sensory boxes.  Flexible teaching arrangements e.g. varied seating arrangements, movement breaks if necessary  Staff in specialist centre trained in delivering occupational therapy programmes</p>
<b>Wave 2 - Targeted</b>	
<p><b>Cognition &amp; Learning</b></p> <p>SEND Support Arrangements for individual pupils needing support  Staff Continued Professional Development (CPD)  In class targeted booster groups (including listening skills, phonics, writing and maths)  Success @ Arithmetic Y6  Reading Recovery Y1  Access to Surrey Learning and Language support.  Teaching Assistant training in specific interventions: First Class@Number 2, Project X, Success@Arithmetic, Phonics, Fischer Family Trust, SNAP  SENCo tracking of pupils’ progress in specific interventions to ensure effectiveness</p>	<p><b>Communication &amp; Interaction</b></p> <p>Staff Continued Professional Development (CPD) Liaison with External professionals – Speech and Language Therapy  Use of task boards and now/next  Social stories and comic strip conversations</p>
<p><b>Social, Emotional &amp; Mental health</b></p> <p>SEND Support Arrangements for individual pupils needing support  SENCo tracking of pupils’ progress in specific interventions  Home/School Link Worker provides support for families in a bespoke way  TA trained in delivering Lego therapy  Check-ins / mentoring by ELSA trained TA</p>	<p><b>Physical &amp; sensory</b></p> <p>Staff Continued Professional Development (CPD) where necessary  Teaching Assistant training in specific interventions where necessary  Monitoring safety in practical lessons and PE Access to a range of sensory equipment if necessary  Accessibility Plan  Fine Motor / Handwriting intervention where necessary</p>

<b>Wave 3 - Individual</b>	
<p><b>Cognition &amp; Learning</b></p> <p>SEND Support Arrangements Access to Surrey Specialist Teaching Team            Access to Educational Psychologist (EP)            If necessary specific support from a Teaching Assistant/teacher on a 1:1 basis            Access to a variety of interventions (as for Wave 2)            Fischer Family trust teaching assistant</p>	<p><b>Communication &amp; Interaction</b></p> <p>Access to Autism Outreach Support (Freemantles Specialist School)            Access to parent support programme for Autism (The Early Bird Programme)            Home-School Communication books for individuals            Equipment for specific needs purchased when necessary            Referral to and support from Speech and Language Therapy Service</p>
<p><b>Social, Emotional &amp; Mental health</b></p> <p>Personalised behaviour plans and Risk Assessments            Access to Surrey Specialist Teaching Team            Access to the Child and Adolescent Mental Health Service (CAMHS)            Liaison with Children's Services            Part time Home School Link Worker (HSLW)            If applicable specific support from a Teaching Assistant.            Emotional Literacy Support Assistant, (ELSA) with a specific case load of pupils</p>	<p><b>Physical &amp; sensory</b></p> <p>Opportunity to access Occupational Therapy (OT) , the Physical and Sensory Support Service (PSSS), physiotherapy            Wheelchair access            Accessibility Plan in place            Individual Care Plan, if necessary            Equipment for specific needs purchased where needed, e.g. 'Wobble' cushions            Hydraulic changing bed and wet room            If applicable specific support from a teaching assistant.            Access to a sensory room if appropriate.</p>