



Whole School Provision Map

This Provision Map outlines the range of support as needed by the pupils in our school and is subject to budgetary constraints. This Provision Map is correct as from September 2020 and may be subject to change. It will be reviewed annually.

<p style="text-align: center;">All</p> <p style="text-align: center;"><i>Universal provision</i></p>	<p style="text-align: center;">Some</p> <p style="text-align: center;"><i>Additional provision</i></p>	<p style="text-align: center;">Few</p> <p style="text-align: center;"><i>Personalised provision</i></p>
<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Broad and balanced curriculum – providing access and challenge for all • Different teaching strategies used to engage all learners • Quality First Teaching for all • Learning to suit all needs • No setting in place to ensure no ceiling on learning • Fluid groupings in English & Maths • Investigative, open ended, Mastery approach in Maths • Use of real life experiences • First hand learning opportunities • Regular observations and evaluation of effectiveness of teaching. Peer coaching for teaching staff and support staff. • Children improving and editing own and others work: peer learning • Effective ‘read and respond’ marking, including next steps • Regular home-learning 	<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Booster groups – smaller group teaching in English and Maths in some year groups • Increased visual aids / prompts / checklists / taskboards • Individual reading more often as a ‘High Priority Reader’ • Individual reading programme – Boosting Reading Potential • Phonics support via intervention • Precision teaching and pre-teaching of high frequency words, curriculum vocabulary, times tables, number bonds • Directed Learning Support Assistant support in classes to enhance and promote learning • Specialised training for some adults to provide support in designated areas • Intervention groups (both Same Day Interventions and pre-arranged and timetabled), according to needs – regularly monitored for effectiveness 	<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Directed Learning Support Assistant support on 1:1 basis to access the curriculum • Advice from local Outreach teams • Interventions from outside agencies – referrals to EP/LLS/OT/SALT • Specialised training for some adults to deliver specific interventions eg intensive Speech and Language support • Withdrawal from class for extra support • Additional equipment to enable learning • Regular meetings with parents • Tailored Individual Target Work on spelling, reading and/or handwriting • Directed time to work using ICT software to support cognition and learning eg Clicker



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<ul style="list-style-type: none"> • Rigorous tracking and analysis of data, relating to impact of teaching and needs of individual children. • Staff training at all levels – regular audits and updates carried out • Reading for Pleasure sessions and whole class reading time • Timetabled daily reading sessions • Effective use of ICT to enhance lessons for the needs of all learners • Classrooms are well organised, resources are clearly labelled; increasing children’s independence • Specialist teaching in Computing, Performing Arts and Swimming • Feedback to parents at least termly – via either Parent Consultation meetings or end of year report • Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes 		
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All	Some	Few
<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Values education embedded across the curriculum • Quality First Teaching for all • Embedded school routine – longer afternoon session alleviating timetable restrictions • Visual timetables in use in all classrooms • Positive attitudes encouraged 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Nurture support • Social skills group • Listening skills group eg Lego Therapy • Use of personalised visual timetable / prompts / checklists / taskboards / toolboxes • Use of social stories 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Liaison with Doctors surgery and other specialist paediatricians and consultants • Regular Speech & Language therapy via school’s linked therapist and Speech and Language Assistants • Regular interventions and liaison with Outreach services from specialist schools



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- Raising of self- esteem through positive behaviour strategies
- Morning club and Fusion provide extra social opportunity (at low cost)
- Lunchtime club available for those who prefer some quieter time away from the playground
- A wide range of after school clubs, focussing on sport, the arts, creative skill.
- Christian values and spiritual development
- School Council allows pupil voice – children are at the heart of decision making
- Transition programmes from Key stage 1 and to Key stage 3
- Internal transition carefully considered for Years 3-6 eg staffing, class mix etc
- Buddy system for new year 3 pupils
- Residential trips in Year 4 and 6
- Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes

- Personalised verbal/visual cues
- Careful arrangement of learning buddies

- Early Help Assessment
- Specialist ICT support
- Support from Specialist Teachers in Learning & Language, Behaviour Support, Hearing Impairment, Visual Impairment



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All	Some	Few
<p>Emotional , Behavioural and Social</p> <ul style="list-style-type: none"> • Communication and feedback to parents on regular basis – open door policy for parents to be able to approach class teachers • Quality First Teaching for all • Clear set of school values – celebrated regularly and a termly focus on each • Visual behaviour policy on display in every teaching space in the school – colour coded Steps to Success • Safeguarding training up to date for all staff • Safeguarding concerns monitored and procedure strictly followed • Whole school and class assemblies reinforce behaviour expectation • Positions of responsibility held by pupils eg School Council, Learning Council representatives, Guardian Angels, buddies • Each class has a ‘Star of the Week’ awarded in weekly Celebration assembly • House teams encourage good behaviour and teamwork – gems awarded as house points • Poor attendance / punctuality followed up by phone call – monitored by regular Inclusion Officer visits 	<p>Emotional , Behavioural and Social</p> <ul style="list-style-type: none"> • Regular Nurture groups eg Lego Therapy • Invited to attend lunchtime club • 1:1 sessions with SENCo or Nurture Leaders on anger management, calming down strategies • Direct Inclusion Officer involvement • Behaviour patterns tracked and analysed via ABC logs 	<p>Emotional , Behavioural and Social</p> <ul style="list-style-type: none"> • Interventions, support and guidance from outside agencies, including involvement with parents • Behaviour Support Referral and assessment • Individual Behaviour Contract • Individual reward system created • Home/school contact book set up • Extra support for transition into Y3 and out of Y6 • CAMHs referral • Drawing & Talking Therapy • Regular allocated Nurture time to discuss concerns/worries • Early Help Assessment • Personalised Risk Assessment for individual pupils



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<ul style="list-style-type: none"> Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes 		
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All	Some	Few
<p>Physical and Sensory</p> <ul style="list-style-type: none"> Disabled ramp and threshold access for children and adults. Disabled toilet and/or changing facilities in Y3, Y6, swimming pool and reception Curriculum and internal school theme days are fully inclusive Quality First Teaching for all Educational visits carefully planned with inclusiveness in mind Staff training in basic first aid Staff training audited and additional training provided for physical need as necessary Physical skills developed via PE curriculum (usually indoor PE, outdoor PE and swimming lesson weekly) Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> Occupational Therapy groups to develop gross and fine motor skills Handwriting groups Specialist resources purchased and used eg writing slopes, wobble cushions, fiddle toys, pencil grips, coloured overlays, dyno bands Directed Learning Support Assistant support in classes to enhance and promote learning 	<p>Physical and Sensory</p> <ul style="list-style-type: none"> Interventions from outside agencies eg. Physiotherapy, Occupational Therapy and Physical & Sensory Support Directed Learning Support Assistant support on 1:1 basis to access the curriculum Specialist ICT support/software to reduce physical discomfort of writing eg typing, recording software, Clicker