



## 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 2023 and may be subject to change. It will be reviewed annually.

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



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<ul style="list-style-type: none"> <li>• Rigorous tracking and analysis of data, relating to impact of teaching and needs of individual children.</li> <li>• Staff training at all levels – regular audits and updates carried out</li> <li>• Reading for Pleasure sessions and whole class reading time, both in the classroom and the LRC</li> <li>• Timetabled reading, spelling and mental maths sessions</li> <li>• Effective use of iPads to enhance lessons for the needs of all learners</li> <li>• Classrooms are well organised, resources are clearly labelled; increasing children’s independence</li> <li>• Specialist teaching in French, Music and Enrichment</li> <li>• Feedback to parents at least termly – via either Parent Consultation meetings or end of year report</li> <li>• Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes</li> </ul>		
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All	Some	Few
<b>Communication and Interaction</b> <ul style="list-style-type: none"> <li>• Values education embedded across the curriculum</li> <li>• Quality First Teaching for all</li> <li>• Visual timetables in use in all classrooms</li> </ul>	<b>Communication and Interaction</b> <ul style="list-style-type: none"> <li>• Nurture support (ELSA)</li> <li>• Social skills group</li> <li>• Listening skills group eg Lego Therapy</li> </ul>	<b>Communication and Interaction</b> <ul style="list-style-type: none"> <li>• Liaison with specialist paediatricians and consultants</li> </ul>



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- Positive attitudes encouraged
- Whole school approach to Zones of Regulation enables children to communicate their feelings
- Raising of self-esteem through positive behaviour strategies
- Wrap around care provides extra social opportunity (at low cost)
- A wide range of after school clubs, focussing on sport, the arts, creative skills.
- Christian values and spiritual development
- Multiple school councils allow pupil voice – children are at the heart of decision making – for example, Worship Team, Wellbeing Team, Learning Team
- Transition programmes from Key stage 1 and to Key stage 3
- Internal transition carefully considered for Years 3-6 eg staffing, class mixes etc
- Residential trips in Year 4 and 6
- Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes

- Use of personalised visual timetable / prompts / checklists / taskboards / toolboxes
- Use of social stories
- Use of Comic Strip Conversations
- Personalised verbal/visual cues, eg, communication cards to show need for time out, quiet time
- Careful arrangement of learning buddies
- Personalised Zones of Regulation resources

- Regular Speech & Language therapy via school's linked Therapist and Speech and Language Assistants
- Regular interventions and liaison with Outreach services from specialist schools
- Early Help Assessment
- Specialist ICT support
- Support from Specialist Teachers in Inclusive Practice, Hearing Impairment, Visual Impairment
- Direct, family approach, work with Family Link Worker and parents, focusing on successful communication in the family home



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All	Some	Few
<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Communication and feedback to parents on regular basis – open door policy for parents to be able to approach class teachers</li> <li>• Quality First Teaching for all</li> <li>• Whole school approach to Zones of Regulation enables children to recognise and explain their feelings</li> <li>• Clear set of school values – celebrated regularly and a termly focus on each</li> <li>• Behaviour policy which separates rewards and sanctions – closely linked to the 3 school values</li> <li>• Behaviour policy built on the concepts of reconciliation and forgiveness</li> <li>• The use of the Reflection Room at lunchtimes</li> <li>• Each class work towards Class Rewards which gives a sense of belonging</li> <li>• Access to a whole class visual timetable</li> <li>• Safeguarding training up to date for all staff</li> <li>• Safeguarding concerns monitored and procedure strictly followed</li> <li>• Whole school and class assemblies reinforce behaviour expectation and celebrate successes</li> <li>• Collective worship gives opportunity to self-reflect and build sense of belonging</li> <li>• Positions of responsibility held by pupils eg School Councils/Teams, Learning Team, Sports Crew, ambassadors</li> <li>• Each class has a ‘Star of the Week’ awarded in weekly Celebration assembly</li> </ul>	<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Regular Nurture (ELSA) groups eg Lego Therapy</li> <li>• Invited to attend lunchtime club</li> <li>• 1:1 sessions with SENCO or Nurture Leaders (ELSAs) on anger management, calming down strategies</li> <li>• Designated safe space to go to in classroom, cloakroom, shared area</li> <li>• Direct Inclusion Officer involvement</li> <li>• Lunchtime club available to invited children</li> <li>• Behaviour patterns tracked and analysed via ABC logs</li> </ul>	<p><b>Social, Emotional and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Interventions, support and guidance from outside agencies, including involvement with parents</li> <li>• STIPs Referral and assessment</li> <li>• Referral to an Educational Psychologist</li> <li>• Individual Behaviour Support Plan</li> <li>• Individual reward system created</li> <li>• Home/school contact book set up</li> <li>• Extra support for transition into Y3 and out of Y6</li> <li>• CAMHs referral</li> <li>• Drawing &amp; Talking Therapy</li> <li>• Regular allocated Nurture (ELSA) time to discuss concerns/worries</li> <li>• Early Help Assessment</li> <li>• Personalised Risk Assessment for individual pupils</li> <li>• Referral to Mental Health Support Team</li> <li>• Direct, family approach, work with Family Link Worker and parents, focusing on self-regulation, emotions and behaviour in the family home</li> </ul>



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<ul style="list-style-type: none"> <li>• House teams encourage good behaviour and teamwork – Praise Points awarded and collected individually and collaboratively</li> <li>• Poor attendance / punctuality followed up by phone call – monitored by regular Inclusion Officer visits</li> <li>• Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes</li> <li>• All pupils are monitored via the Jigsaw REST system (Resilience and Engagement Scale and Toolkit)</li> </ul>		
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All	Some	Few
<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Ramp and threshold access for children and adults.</li> <li>• Accessible toilet and/or changing facilities in Y3, Y6, swimming pool and admin corridor</li> <li>• Curriculum and internal school theme days are fully inclusive</li> <li>• Quality First Teaching for all</li> <li>• Educational visits carefully planned with inclusiveness in mind</li> <li>• Staff training in first aid</li> <li>• Staff training audited and additional training provided for physical need as necessary</li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Occupational Therapy groups to develop gross and fine motor skills</li> <li>• Handwriting groups</li> <li>• Specialist resources purchased and used eg writing slopes, wobble cushions, putty, fidget/concentration aids, pencil grips, coloured overlays/paper, reading rulers, dyno bands</li> <li>• Designated safe space to go to in classroom, cloakroom, shared area</li> <li>• Directed, time bonded movement breaks given throughout the day</li> <li>• Directed Learning Support Assistant support in classes to enhance and promote learning</li> </ul>	<p><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>• Interventions from outside agencies eg. Physiotherapy, Occupational Therapy and Physical &amp; Sensory Support</li> <li>• Sensory Circuits group sessions led by Learning Support Assistants</li> <li>• Directed Learning Support Assistant support on 1:1 basis to access the curriculum</li> <li>• Specialist ICT support/software to reduce physical discomfort of writing eg typing, recording software</li> <li>• Direct, family approach, work with Family Link Worker and parents, focusing on sleep and/or diet and exercise in the family home</li> </ul>



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<ul style="list-style-type: none"><li>• Physical skills developed via PE curriculum (usually indoor PE, outdoor PE and/or swimming lesson weekly)</li><li>• Frimley Learner Passport – individual tracker in place to self-assess against core learning skills and attributes</li></ul>		
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