

## Dovers Green Infant School 2018-2019

### Wave 1 Provision Map Communication and Interaction Needs Centre (CoIN)

Wave 1 is quality first teaching whereby Teachers are aware of the needs of all the children in their class and plan and address these through their teaching. Teaching is adapted to different learning styles and work is differentiated appropriately to match the needs of the children.

<b>Quality First Teaching</b>	<ul style="list-style-type: none"> <li>• Inclusive school.</li> <li>• A Growth Mindset culture.</li> <li>• Children will only be integrated into the mainstream when we feel it is appropriate and this will be planned very carefully.</li> <li>• Environment designed to develop children's independence.</li> <li>• Consistently high expectations of all children in terms of behaviour and learning in the light of a good understanding of the potential barriers to learning that a child might face.</li> <li>• 'Caught Being Good' ethos.</li> <li>• Highly effective behaviour policy which is shared with parents.</li> <li>• Staff are trained in the Management of Actual or Potential Aggression (MAPA) to ensure that those children who need it, can be managed safely and effectively at times of stress.</li> <li>• Autism Education Trust training. All support staff are level 2 trained.</li> <li>• High quality training and continued professional development for all staff.</li> <li>• Individualised reward and sanctions.</li> <li>• Visual timetables.</li> <li>• All children have a Personalised Learning Programme which feeds into highly differentiated learning activities.</li> <li>• High quality modelling of appropriate language from all adults.</li> <li>• Multiple role play opportunities offered throughout the year to develop confidence and imaginative play.</li> <li>• Makaton used when appropriate.</li> <li>• TEACCH.</li> <li>• PECs</li> <li>• Social stories and comic strip conversations.</li> <li>• Forest School gives us the opportunity to teach aspects of the curriculum outside and to develop for example, confidence, risk taking and communication skills.</li> <li>• Advice and input into individual targets from outside professionals including Occupational Therapy, Autism Outreach and Speech and Language therapists.</li> <li>• Focus on teaching of values such as persistence, tolerance and honesty.</li> <li>• Sensory circuits and movement breaks.</li> </ul>
<b>Curriculum And Resources</b>	<ul style="list-style-type: none"> <li>• A purpose built centre has been provided which has one main classroom, two small group teaching rooms, toilet and changing facilities and its own outside area.</li> <li>• Curriculum designed to meet all learners needs and takes account of differing learning styles.</li> <li>• Opportunities for over-learning and generalisation of skills planned for.</li> <li>• Wherever possible, children are given the opportunity to apply these skills in real life situations such as visiting the local shops or going to a café.</li> <li>• Children are taught the skills that they need in everyday life as well as to enable them to access the curriculum.</li> <li>• Themed weeks and days, often with outside visitors coming in to support.</li> <li>• Range of ICT resources including interactive whiteboards, laptops, talking books, cameras and recording devices. Computer programs such as Clicker used to support children across the curriculum.</li> <li>• Very well resourced inside and outside, including a covered terrace area offering children access to outside learning throughout the year.</li> <li>• Planned drama sessions to develop speaking, listening and confidence.</li> <li>• Adapted equipment where necessary, such as pencil grips, writing slopes, Move 'n' Sit cushions.</li> <li>• Sensory room to enhance learning.</li> <li>• At least one outing per year for each year group to consolidate and support learning.</li> <li>• We have achieved the following awards: Bike-It, Green Flag, Healthy Schools, Basic Skills, ArtsMark Gold, Eco Schools and Partnership with Parents.</li> <li>• Children go swimming once a fortnight to develop confidence and support OT and physiotherapy programmes.</li> </ul>

<b>Whole School</b>	<ul style="list-style-type: none"> <li>• Eco School and School Council where all children, including those with special needs are represented.</li> <li>• Assemblies. We know that some children find it very difficult to cope with large groups and/or sit still and quietly for extended periods of time. We therefore have an adaptable approach and these children may only attend suitable assemblies or join in for shorter periods of time. Regular assemblies such as 'Sunshine' and 'Star of the Week' celebrate the children's achievements and we ensure that every child is recognised at least once during the year. All classes do an assembly for their parents once a term.</li> <li>• Two whole school productions every year where children are included if it is appropriate.</li> <li>• Identified 'Playground Friends' to support vulnerable children during playtimes.</li> <li>• Integration of children from the Centre where appropriate.</li> <li>• Weekly care meetings.</li> <li>• Trim Trail in the school grounds.</li> <li>• Importance put on developing the children's physical skills including an 'Active lunch' session once a week.</li> <li>• All children have an annual cake sale where any profit can be spent by the children.</li> </ul>
<b>Liaison with Parents</b>	<ul style="list-style-type: none"> <li>• Home/School Contact books to share information on a daily basis.</li> <li>• Scrapbooks sent home every weekend for parents and children to share what they have been doing over the weekend.</li> <li>• Half-termly coffee afternoons for parents to get together on an informal basis.</li> <li>• Support from the 'Home School Link Worker' when appropriate.</li> <li>• Comprehensive induction programme for Foundation Stage children including planned visits, parent's evening, information booklets and home visits.</li> <li>• Foundation Stage Evening to share the curriculum and assessment procedures.</li> <li>• Parent consultation evenings in the autumn and spring terms and a comprehensive written report in the summer term.</li> <li>• Open door policy including Friday afternoon drop-ins where parents can come and look at children's work</li> <li>• At least two curriculum evenings per year for parents.</li> <li>• Monthly newsletter from the headteacher</li> <li>• Parents encouraged to support the children in school and events such as 'Bring Your Dad to School' day to encourage involvement.</li> <li>• Curriculum information for parents termly.</li> <li>• Daily message sent through the 'Marvellous Me' app.</li> <li>• Weekly 'Parentmail' texts and emails to keep parents updated on forthcoming events or changes.</li> <li>• Half-termly newsletter from the Badgers Team.</li> <li>• Active PTA.</li> <li>• Half-termly reviews of Individual Support Plans.</li> <li>• Annual Reviews for children with a statement or EHCP.</li> </ul>

### Wave 2 Provision Map

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions are often targeted at a group of pupils with similar needs. This includes providing differentiated work and creating an inclusive learning environment.

Provision	Year Group	Number of sessions per week	Session length (minutes)	Max Number of weeks	Group size	Teacher, TA or therapist
Additional writing support	All	According to need	As appropriate	38	Variable	T
Speech and Language Therapy	All	According to need	As appropriate	38	Variable	TA and/or therapist
Additional phonics support	All	According to need	As appropriate	38	Variable	TA
Additional numeracy support	All	According to need	As appropriate	38	Variable	TA
Additional handwriting support	All	According to need	As appropriate	38	Variable	TA
In-class support	All	According to need	As appropriate	38	Variable	TA
Precision Teaching	All	5	10	Variable	1	TA

### Wave 3 Provision Map (CoIN)

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Provision	Year Group	Number of sessions per week	Session length (minutes)	Max Number of weeks	Group size	Teacher, TA or therapist
Targeted 1 to 1 support Targets from Individual Support Plan	All	Variable according to need	As appropriate	38	1	Teacher or TA
Occupational Therapy	All	Variable according to need	As appropriate	38	1	Occupational therapist or trained TA
Speech and Language Therapy	All	2 - 5	20 - 30	12	1	Therapist or TA