



Dovers Green Infant School 2025-26

Wave 1 Provision Map - Whole School

Wave 1 is quality first teaching and Ordinarily Available Provision 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 scaffolded appropriately to match the needs of the children.

Ordinarily Available Provision	<ul style="list-style-type: none"> • Inclusive school. • A culture that reflects 'The 6 Principles of Nurture'. • A Growth Mindset culture. • Environment to develop children's independence. • Consistently high expectations of all children in terms of behaviour and learning. • 'Caught Being Good' ethos. • Highly effective behaviour policy which is shared with parents. • Restorative approaches used throughout the whole school including the '3 Bubbles' approach to conflict resolution. • High quality displays and Working Walls to support Children's Learning for KS1. • EYFS and transition into year 1 - 'Learning through Play.' • Visual timetables. • Rigorous teaching of phonics. • Scaffolded learning activities • High quality questioning and modelling of appropriate language from all adults, including language from Blooms Taxonomy for KS1. • Regular Circle Time sessions to promote personal, social and emotional development. • Oracy groups and talk partners are changed regularly to ensure that children interact with different peers. • Multiple role play opportunities offered throughout the year to develop confidence and imaginative play. • Makaton used when appropriate. • Social stories and comic strip conversations. • Forest School gives us the opportunity to teach aspects of the curriculum outside and to develop for example confidence, risk taking and communication skills. • Peer assessment and self-assessment. • Child-led learning. • Explicit teaching on Internet/online Safety. • Focus on teaching of values such as friendship, love, courage, honesty and respect and British Values (democracy, individual liberty, rule of law, mutual respect of different faiths, ideas and opinions. • Use of Clicker and sound buttons to facilitate independent learning. • Daily reading in school to support children when appropriate. • Strategies to support children with ASD/Listening and attention/sensory issues flexible according to need, for example use of schedules to break tasks down, ear defenders available and workstations. • Learning objectives and individual targets to help children understand what they need to do in order to be successful for KS1. • Learning objectives highlighted to show ongoing progression for KS1. • Child friendly marking symbols. • Regular skipping to promote fitness. • Reflection times to encourage Mindfulness. • Pre-teaching of key concepts for identified children. • Verbal Feedback. • Individual writing targets to help children focus on a specific area that they are working on.
Curriculum And Resources	<ul style="list-style-type: none"> • Curriculum designed to meet all learner's needs and takes account of differing learning styles. • Children's interests and prior learning taken into account when planning topics. • A progressive oracy curriculum to develop children's speaking and listening skills. • Children are taught the skills that they need to access learning. • Themed weeks and days, often with outside visitors coming in to support to develop skills and knowledge. • Range of ICT resources including interactive whiteboards in every classroom, touch screen desktop computers, iPads and recording devices. Computer programs such as Clicker and Inprint used to support children across the curriculum. • Very well resourced inside and outside, including covered terraced areas offering all children access to outside learning throughout the year.

	<ul style="list-style-type: none"> Planned drama sessions to develop speaking, listening and confidence. Regular visits from drama companies delivering workshops for the children. Adapted equipment where necessary, such as pencil grips, writing slopes, Move 'n' Sit cushions. Sensory room to support regulation in order to enhance learning. At least one outing per year for each year group to consolidate and support learning. We have achieved the following awards: Eco Schools, Healthy Schools, Quality Mark Basic Skills, ArtsMark Gold and Surrey Anti - bullying charter. A range of extra-curricular activities including some run by specialist teachers such as Yoga.
Whole School	<ul style="list-style-type: none"> Green Team and School Council where all children, including those with special needs are represented. 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 'Caught Being Good' and 'Dovers Diamonds' celebrate the children's achievements and we ensure that every child is recognised at least once during the year. One whole school production every year plus each year group does a special assembly for parents. Identified 'Playground Friends' to support vulnerable children during playtime for KS1. Inclusion of children from the ASD Centre where appropriate. Weekly care meetings. Outdoor static exercise equipment in the school grounds. Importance put on developing the children's physical skills. Forest School. Opportunities to learn in the outdoor classroom.
Liaison with Parents	<ul style="list-style-type: none"> Comprehensive induction programme for Foundation Stage children including planned visits, parent's evening, information booklets and home visits for EYFS. Foundation Stage Evening to share the curriculum and assessment procedures for EYFS. Parent consultation evenings in the autumn and spring terms and a comprehensive written report in the summer term. Open door policy. Including 'Friday Drop ins' when Parents can come and look at children's work in the classrooms. Regular updates on what each class has been learning through family announcements on Seesaw. Home Learning activities for children in KS1 assigned through Seesaw. 'Numbots' app to support children's learning of maths at home. Curriculum evenings for parents. Monthly newsletter from the Headteacher. Parents encouraged to support the children in school and events. Curriculum information for parents termly. Weekly 'Parentmail' texts and emails to keep parents updated on forthcoming events or changes. Half-termly newsletter and topic web from Foundation Stage. Active PTA. Knowledge organisers sent home each term to inform parents of the topic's big concepts, key vocabulary and key texts being studied. Parents Forum

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 scaffolded 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
Speech and Language Therapy	All	2	20	12	4	TA and/or therapist
Additional phonics support - RWI tutoring/Nessy	All	According to need	As appropriate	38	Variable	TA
Additional maths support	All	According to need	As appropriate	38	Variable	TA
Additional handwriting/fine motor skills development support	All	According to need	As appropriate	38	Variable	TA
In-class support	All	According to need	As appropriate	38	Variable	TA
Social skills group	All	1	30	6	4	TA
English booster group	2	According to need	20	Variable	Variable	TA

Pre-teaching	All	According to need	As appropriate	Weekly	Variable	Teacher or TA
Listening and attention	R	2	20	Variable	4	TA
ELSA	All	1	30	Variable	1 to 1 or small group	ELSA TA
Additional Readers	All	At least 3	15	Variable	1:1	TA
Fine Motor Skills	Year 1	6	10	Variable	6	TA

Wave 3 Provision Map

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
RWI 1:1 tutoring	1	3-5	10	12	1	Teacher or TA
Targeted 1 to 1 support Targets from the Individual Support Plan	All	Variable according to need	As appropriate	38	1	Teacher or TA
Speech and Language Therapy	All	2 - 5	20 - 30	12	1	Therapist or TA
Occupational Therapy	Identified children	Variable according to programmes	As appropriate	38	1	Therapist or TA
ELSA	All	1	30	Variable	1	TA