

Great Bookham School – Provision Map

This is our provision but please be aware that this provision reflects our current intake of pupils. Wave 2 and 3 Provision will depend upon the pupil intake, staffing and resources.

Wave 1 Provision (High Quality Teaching) is the 'Ordinarily Available Provision' that is universal for all pupils. The majority of pupils' needs will be met through this provision. This provision includes high quality learning and teaching.

Wave 2 (Targeted) Provision is additional, time-limited provision, normally in the form of small-group interventions to accelerate progress and to enable pupils to work at age-related expectations. These provisions will be put in place following careful analysis of progress data and/or teacher identification.

Wave 3 (Personalised) Provision takes the form of specific, personalised interventions for pupils with SEN who are identified as requiring additional support. This additional support will be put in place when High Quality Teaching and Targeted Provision are not, on their own, enabling the pupil to make appropriate progress. As with Wave 2 interventions, pupils will be identified following careful analysis of progress data and/or teacher identification. Personalised provision can involve enlisting external support from specialists.

COGNITION AND LEARNING

Wave 1 (Universal - OAP))	Wave 2 (Targeted)	Wave 3 (Personalised)
<p>High expectations Differentiation of teaching and resources as appropriate to the learners' level and not their chronological age Adaptive teaching Active Listening Bloom's taxonomy Little Leaps Phonics Support Regular, short breaks provided Backward chaining of tasks Access to sensory equipment to support attention/listening Assessment for Learning Home/school link book Peer and self-assessment Access to computers in every classroom Visual aids Interactive SMART board Visual timetables TA support in class ACE dictionaries Illustrated dictionaries Use of writing frames Numicon Concrete resources/manipulatives Times Tables Rock Stars (TTRS) Laptops, iPads and online resources Individualised targets shared with children Infant/Junior paired reading Learning partners Stimulating learning environment (inside and outside) Outdoor Learning Forest School Shared learning journeys Growth Mindset/Metacognition Curriculum enrichment activities Well-equipped library</p>	<p>Maths Plus 1 Maths Power of 2 Little Leaps Phonics Support Times-table catch-up groups Toe by Toe Precision Teaching Reading Mentors Literacy Support Group Handwriting Support Group Booster Groups for Literacy and Numeracy Strategies recommended by the Educational Psychologist (EP) Strategies recommended by the Specialist Teachers for Inclusive Practice (STIP) Strategies recommended by the Speech, Language & Communication Needs Team (SLCN) Strategies recommended by the Speech & Language Support (SALT) Individual Learner Profile/SAP5 - SMART targets Literacy for All Verbo</p> <p>Pre-reading support</p>	<p>Precision Teaching Individual Input from Speech, Language & Communication Needs Team (SLCN) Individual Input from Speech & Language Support (SALT) Individual input from the Educational Psychologist (EP) Individual Input from Specialist Teachers for Inclusive Practice (STIP) Individual input from Physical & Sensory Support (PSS) Input from GP Input from School Nurse Input from Paediatrician Personalised Education Plan (PEP) for Looked After Children Additional individual reading/writing In-class support from TA Individual Literacy Support</p>

COMMUNICATION AND INTERACTION

Wave 1 (Universal - OAP)	Wave 2 (Targeted)	Wave 3 (Personalised)
<p>Phonics Steps & Little Leaps Literacy for All Visual timetables Structured school and class routines Processing/take up time Scaffolding responses & 'say it again better' Visual prompts Directed questioning Teacher modelling/scaffolding - 'I do, we do, you do' Show and Tell Individual Whiteboards Learning Objectives shared Non-verbal communication Task Boards Learning Partners Key words displayed Topic word banks & mind maps Marking comments for next steps Drama & role play</p> <p>School Productions Class Assemblies Drama Lessons</p>	<p>Individual Learner Profile/SAP5 - SMART targets Literacy for All</p> <p>Verbo Makaton PECS ALDS Now & Next task boards Task checklists</p> <p>Speech and Language Group Social-skills groups Pre-teaching topic vocabulary Post-teaching topic vocabulary to revisit and embed</p> <p>Input from the Speech and Language Therapist (SALT)</p> <p>Recommendations from Autism Outreach Use of dictaphones, recording devices etc Individual, structured work station Pre-reading support</p>	<p>Input from the Speech and Language Therapist (SALT)</p> <p>Input from Autism Outreach Team Input from the Stammer Team Input from Specialist Teachers for Inclusive Practice (STIP) Input from SEND Early Learning Team Input from SEES (CAP, Portage & LEAP programmes)</p> <p>Use of dictaphones, talk tins, recording devices etc Individual, structured work station Pre-teaching topic vocabulary Post-teaching topic vocabulary to revisit and embed</p>

SOCIAL, MENTAL AND EMOTIONAL HEALTH

Wave 1 (Universal - OAP)	Wave 2 (Targeted)	Wave 3 (Personalised)
<p>Whole-school behaviour policy Class and School Rules, Rewards and Consequences Time Out and Restorative Approach Reward systems to engage and motivate Star of the Week Mac the Bear for Attendance Headteacher's award Sports awards Sports Crew PSHE and RSE Curriculum Emotion Coaching/scripts Well-being Committee Eco Warriors Fund Raising Stars School Values and Fundamental British Values (FBV) Values-led assembly Worry Monsters Positive behaviour management Appropriate support & challenge for all Positive Touch Training for All Staff Rewards (Achievement Points, class rewards, Head Teacher's Awards, Star of the Week, House Points) Whole-school/class rules Online Safety Learning Partner Anti-bullying week Positive Mental Health week Circle Time Zones of regulation Playground Buddies & Peer mentoring School council Food Ambassadors Friendship/social skills/nurture groups Stress reducing activities (dance, games, mindful colouring) Book corner/calm area Restorative Approach</p>	<p>Input from ASD Outreach Individual, structured work station Emotion coaching Social-skills groups Circle of Friends Anger-management programmes Social stories Individual reward systems</p> <p>Emotional Literacy Support Assistant (ELSA) Nurture Room ('The Den')</p> <p>Liaise with School Nurse/Health professional Home-school communication log</p> <p>Drawing and Talking Individual behaviour support plan Individual structured work station Support from Home-School Link Worker (HSLW) Recommended strategies from Behaviour Support (BS) Recommended strategies from the Educational Psychologist (EP) Recommended strategies from Mindworks/CAMHS Support with bereavement (PMHW) Self-esteem/anxiety programmes – Barnardo's</p>	<p>Input from Autism Outreach Team Input from the Educational Psychologist (EP) Emotional-Literacy-Support Assistant (ELSA) Nurture groups and pastoral support ("The Den") Input from School Nurse/Health professionals Input from Primary Mental Health Worker (PMHW) Input from Home School Link Worker (HSLW) Reintegration Meetings following suspension Early Help Referral Individual Pastoral Support Safe Space Time Out Arrangements Individual Support from Mindworks (Learning Space) Individual Emotion Coaching Anger-management programmes Youth Support Worker Key Trusted Adult/Meet & Greet</p> <p>Social stories Individual reward/consequence system Drawing & Talking Input from Behaviour Support Team Individual Behaviour Support Plan Individual Risk Assessment Support from Primary Mental Health Worker with bereavement/trauma (PMHW)</p>

SENSORY AND PHYSICAL

Wave 1 (Universal - OAP)	Wave 2 (Targeted)	Wave 3 (Personalised)
<p>Staff aware of implications of physical impairment and making suitable provision in all areas of the curriculum</p> <p>Seating plans</p> <p>Position of focal teaching point</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Large/triangular/moulded pens/pencils</p> <p>Appropriate equipment provided</p> <p>Checklists</p> <p>Task Boards</p> <p>Fiddle toys to aid concentration</p> <p>Ear Defenders</p> <p>Wedge sensory seat</p> <p>Wobble cushion</p> <p>Theraband</p> <p>Coloured overlays to aid reading</p> <p>Off-white background to presentation slides</p> <p>Blinds/anti-glare film on windows</p>	<p>Input from the Occupational Therapist (OT)</p> <p>Thera-putty exercises</p> <p>OT exercises/OT resources for all</p> <p>Brain Gym exercises</p> <p>Sensory Circuits</p> <p>Ear Defenders</p> <p>Additional handwriting group</p> <p>Wedge sensory seat</p> <p>Wobble cushion</p> <p>Theraband</p> <p>Touch typing programmes</p> <p>Fine-motor-skills group</p> <p>Hand-eye-co-ordination group</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Large/triangular/moulded pens/pencils</p> <p>Appropriate equipment provided</p> <p>Fiddle toys to aid concentration</p> <p>Coloured overlays to aid reading</p> <p>Magnifiers to aid reading</p> <p>Coloured resource sheets to aid reading</p>	<p>Input from the Occupational Therapist (OT)</p> <p>Thera-putty exercises</p> <p>OT exercises</p> <p>Brain Gym exercises</p> <p>Sensory Circuits</p> <p>Additional handwriting group</p> <p>Wedge sensory seat</p> <p>Wobble cushion</p> <p>Theraband</p> <p>OT specialist chair</p> <p>OT specialist cuttlery</p> <p>Touch typing programmes</p> <p>Input from the Physical and Sensory Support Service (PSSS)</p> <p>Access Arrangements for KS2 SATS/Y4 MTC</p> <p>Adult Scribe</p> <p>Adult Transcribes</p>