



# **Provision Map for Guildford Grove Primary School**

Updated: Spring 2022

## A Graduated Approach

Based on Surrey County Council's Graduated Approach to SEND (Special Educational Needs and Disabilities), which recognises that there is a continuum of special educational needs and, where necessary, increasing specialist expertise is brought in, this approach helps to remove barriers and put effective provision in place.

The graduated response model has four stages:

- **Universal** - Support and access to services that enable all children and their families to be healthy, stay safe, enjoy life and achieve their full potential.
- **School SEND Support** - In line with the SEND Code of Practice, the majority of children with SEND will have their needs met through school or provision which adapts to meet individual need.
- **Specialist SEND Support** - Where a child continues to make less than expected progress, despite evidence-based support and interventions highlighted in School SEND Support, a referral can be made to seek specialist support from multi-agency professionals such as a Speech and Language Therapist.
- **Statutory Assessment** - Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals. The school or parents can consider requesting a statutory assessment.

## Stage 1: Universal Services

Stage 1 includes good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Here are just some examples of our universal provision.

### Curriculum

- ❖ Quality first teaching offering a range of expertise.
- ❖ We offer a broad and balanced curriculum.
- ❖ Our curriculum is varied and creative.
- ❖ Every child will have well-planned, differentiated lessons according to their needs.
- ❖ We offer a multi-sensory approach to learning.
- ❖ Our Foundation Stage offers:
  - Free-flow access to both outdoor and indoor classrooms;
  - Access to a wide range and variety of activities;
  - A balance of adult led and child-initiated activities.

### Curriculum Enhancement

- ❖ Use of professionals to enhance learning eg. Sports Coaches taking PE lessons, Guildford Shakespeare Company, Delight Charity, Fire Service.

### Homework

- ❖ Closely monitored homework.
- ❖ Reading journals.
- ❖ Differentiated homework tasks available on an online platform.

### The School and Classroom Environment

- ❖ We have a fully accessible building.
- ❖ 'Soundfields' in areas throughout the school.
- ❖ Each classroom is organised to enable independence.
- ❖ Each classroom has a visual timetable prominently displayed.
- ❖ There are learning prompts on the walls.
- ❖ Children's work is displayed throughout the school.
- ❖ Classroom rules, the school Learning Habits and Code of Conduct are displayed on the walls.
- ❖ Resources:
  - Access to drinking water, tissues, spare clothing and footwear;
  - Bags of basic maths equipment (Years 1 - 6);
  - Access to maths resources such as 100 squares, dice, number lines, numicon;
  - Learning resources such as writing prompts, word banks, dictionaries;
  - Whiteboard packs and stationery;
  - Exercise books for all written subjects;
  - Access to high quality classroom resources for all areas of learning;
  - Individualised trays for most year groups;
  - Coat pegs.

### Assessment and Feedback

- ❖ All children's attainment and progress is assessed and tracked throughout the year;
- ❖ Verbal feedback and quality first marking informs all children of their next steps;
- ❖ Good communication with parents through formal and informal means eg. parents' evenings;
- ❖ Our Foundation Stage offers:
  - Assessment based on individual observations of each child which identify next steps in learning;
  - Events to encourage parents to participate in and support their child's learning, e.g. Stay & Play

### Staffing

- ❖ Fully qualified teachers for every class, nursery to Year 6.
- ❖ Skilled Teaching Assistants, including ELSAs;
- ❖ A Home School Link Worker to support emotional well-being;
- ❖ Reading Volunteers;
- ❖ Our Foundation Stage offers:
  - A high ratio of adults to children;
  - Each nursery child has an assigned 'key person'.

### **Trips**

- ❖ All children from nursery to Year 6 will have the opportunity to attend school trips.
- ❖ In our Foundation Unit we have trips to support links with the local community.
- ❖ Trips enable children to have opportunities to explore the wider world.
- ❖ Topic based trips offer a wide range of new experiences.

### **Outside Areas**

- ❖ Large playground, including the field (used mainly in the summer months).
- ❖ Multi-Use Games Area (MUGA).
- ❖ Pond area.
- ❖ Trimtrail.
- ❖ Foundation Stage play area, including large section with artificial grass and fixed climbing equipment for use all year round.

### **Lunchtime**

- ❖ Skilled lunchtime staff.
- ❖ Indoor lunchtime club.
- ❖ Many playground activities and equipment, including coaching by external sports coaches.
- ❖ Meals cooked on the premises.

### **Book corners, the library and reading**

- ❖ Well stocked book corners/class libraries.
- ❖ Quality group reading and phonics materials.
- ❖ A school library.
- ❖ Reading books of different levels.
- ❖ Access to a range of reading books including fiction, non-fiction, picture books, poetry books.
- ❖ 1:1 and group reading sessions for children with their Class Teacher and Teaching Assistant and an appropriately matched book to the child's level of development.
- ❖ All nursery children are able to choose a picture book each week from the lending library.
- ❖ Reading buddies.
- ❖ Reading volunteers.
- ❖ Individual reading records.

### **ICT**

- ❖ Interactive whiteboards in all classrooms.
- ❖ Access to laptops and iPads in classrooms via laptop/iPad trollies.
- ❖ A large ICT suite.
- ❖ A wide range of ICT equipment such as visualisers, programmable toys eg. Bee-bots.

### **Performing arts and class assemblies**

- ❖ School productions.
- ❖ An assembly programme that reflects current events in the world and a range of multi-faith celebrations.
- ❖ Every child will be included in a class assembly where their learning will be celebrated.
- ❖ Singing assemblies.

### **Attitudes**

- ❖ A priority is placed on fostering good relationships between all staff, children, parents/carers and other stakeholders.
- ❖ Teachers and Teaching Assistants provide a welcoming start to the day.
- ❖ We have a culture based on praise and encouragement.
- ❖ We offer consistent boundaries.
- ❖ A consistent approach to behaviour management.
- ❖ A whole-school approach to emotional regulation using the Zones of Regulation.
- ❖ High expectations of behaviour, presentation, school uniform and school work.
- ❖ Opportunities to share work and achievements.
- ❖ A focussed approach to achieving targets.
- ❖ Kelso's Choices

### **Pupil Voice**

- ❖ School Council.
- ❖ Learners' audit.
- ❖ Virtual learning platforms – e.g. Seesaw, Grovebook

### **Extra-curricular**

- ❖ After school clubs facilitating music, art and sport.
- ❖ Breakfast club.

## Stages 2 and 3 – School and Specialist SEND Support

The following support and intervention programmes are an example of what is on offer. This support will not necessarily be available every year, we look at all of the children’s needs and devise a suitable programme each year. Individual children will be assessed to decide what support they need and this is written on to their individual provision map which is shared with parents.

<b>Type of Provision</b>	<b>Name of intervention</b>	<b>Group/ Individual</b>	<b>Overview</b>	<b>Expected Outcome</b>	<b>Year groups</b>	<b>Teacher/TA</b>
Mathematics	Collins Secure Maths	Group/ individual	Structured maths intervention for Years 1-6.	To help keep pupils on track.	Year 1 to 6	TA
Mathematics	Snap on 2 Maths	Group	10 mins/day 5 days/week Working on aspects of number	To make more than expected progress over a year.	Year 1 to Year 6	TA
Mathematics	First Class @ Number and First Class @ Number 2	Group	30 mins/x3 per week Working on number and calculation	To make 2-3 steps of progress over a year.	Year 2 to Year 6	TA
Mathematics	1:1 Target Work	Individual	Highly personalised, targeted maths support.	To meet or exceed individual targets	Year 1 to Year 6	Teacher and/or TA
Reading	Boosting Reading Potential	Individual	15 mins/x3 per week for 10 weeks	To accelerate attainment in reading, targeted by the teacher for a child.	Year 1 to Year 4	TA

Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/TA
Reading	Fresh Start	Group	30 mins/x5 per week for 10 weeks	To accelerate progress in reading by supporting pupils who are below age related expectations.	Year 4 to Year 6	TA
Reading	Cumbria Reading Intervention	Individual	A programme for working with children who are experiencing difficulties with the development of literacy skills.	Progress 8 Cumbria reading levels over 40 sessions	Year 5 and Year 6	TA
Reading	Daily Readers	Individual	Being heard to read by a member of staff everyday	To meet or exceed individual targets	Year 1 to Year 6	Teacher and/or TA
Spelling/Phonics	1:1 Target Work	Individual	Highly personalised, targeted support following the No Nonsense Spelling Programme	To meet or exceed individual targets	Year 3 to Year 6	Teacher and/or TA
Spelling/Phonics	Letters and Sounds	Group	This is taught to all in EY & KS1 but continues for some children in KS2	To improve spelling age by 6 months in a 4 month period	Year 4 to Year 6	TA
Writing	1:1 Target Work	Individual	Highly personalised, targeted support	To meet or exceed individual targets	Year 3 to Year 6	Teacher and/or TA

Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/TA
Speaking/ Language	Talk Boost	Group	A 10-week programme	To support language delayed children. To accelerate progress in language and communication skills by up to 18 months.	Year 1 to Year 2	TA
Speaking/ Language	Speech & Language Therapy (SLT)	Individual /Group	Speech & Language Therapist working with a child on their speech needs	To gain success against a child's own speech targets	Nursery to Year 6	SLT
Speaking/ Language	Speech & Language Support	Individual /Group	A teaching assistant will follow up the speech programme throughout the week	1:1 time to practise the strategies detailed by the therapist in the child's report.	Nursery to Year 6	TA
Speaking/ Language	EAL Assessment and Support	Individual	Specialist teacher conducts detailed assessments into the acquisition of a child's English and their mother tongue and plans learning according to this	Enabling the children to become proficient in English so that they can access the curriculum.	Nursery to Year 6	EAL Specialist Teacher

Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/TA
Speaking/ Language	English as an Additional Language (EAL)	Group	Teaching conversational and written English to children who have English as an additional language	Enabling the children to become proficient in English so that they can access the curriculum	Foundation to Year 6	TA and EAL Assistant and EAL Teacher
Social, emotional and mental health	ELSA Support (Emotional Literacy Support Assistant)	Group/ individual	Qualified ELSA will tailor a support programme depending on the needs of the group or individual	Enabling children to overcome barriers to learning through promoting emotional stability.	Nursery to Year 6	ELSA
Social, emotional and mental health	Zones of Regulation individualised curriculum (Chapter 5)	Individual	Highly personalised, targeted support	Children are able to make progress against their personalised SEMH targets. Children are able to show improves self-regulation.	Years 1 to year 6	Teacher and/ or TA
Social, emotional and mental health	Therapeutic Story Writing	Group	Qualified ELSA will support a group of children to explore situations and emotions through written tasks.	Enabling children to overcome barriers to learning through promoting emotional stability.	Year 5 and 6	ELSA
Social, emotional and mental health	Lunchtime Club	Group	A range of activities is on offer for children who struggle with outdoor lunchtime play	Being able to cope with lunchtime play outside.	Reception to Year 6	Teacher and/or TA



Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/TA
Social, emotional and mental health	Lunchtime Support	Individual /small group	To facilitate positive play either indoors or outdoors	Improved behaviour at lunchtime from the specific individual	Reception to Year 6	TA
Physical needs	Jump Ahead	Group	Programme to develop fine and gross motor skills	Improved fine and gross motor skills against individual targets	Nursery & Reception	TA
Physical needs	Oro-motor skills	Group	Programme to develop the muscles in the mouth to help with clear speech.	Improved phonology in against target sounds	Nursery & Reception	TA
Physical needs	Handwriting Programme	Group	The school's cursive handwriting is taught at Stage 1 lower down the school but continues for identified children in KS2	Improved handwriting against individual targets	Year 3 to Year 6	Teacher and/or TA
Physical needs	Occupational Therapy Programme	Individual	A short-term programme to work on aspects of occupational therapy such as applying the right pressure to a pencil, fastening clothes etc	Targeted aspects of occupational therapy will improve so that they achieve the desired outcome	Nursery to Year 6	TA

Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/TA
Physical needs	Physiotherapy Programmes	Individual	NHS Physiotherapist assesses the child and sets up a programme for school staff to administer	Targeted aspects of physiotherapy will improve so that they achieve the desired outcome	Nursery to Year 6	Physio-therapist
Engagement & attention	In-class Support	Group	To secure greater levels of engagement in order to make rapid progress across specific aspects of the curriculum eg. maths, writing, science etc	To meet or exceed individual targets	Nursery to Year 6	Teacher and/or TA

## **Stage 4 – Statutory EHCP**

Stage 4 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. In addition to the support in Stages 1-3, this is an example of what is on offer.

<b>Type of Provision</b>	<b>Name of intervention</b>	<b>Group/ Individual</b>	<b>Overview</b>	<b>Expected Outcome</b>	<b>Year groups</b>	<b>Teacher/ TA</b>
Speaking/ Language	Speech & Language Therapy (SLT)	Individual	Speech & Language Therapist working with a child on their speech and/or language needs	To gain success against a child's own speech and language targets	Nursery to Year 6	SLT
Speaking/ Language	Speech & Language Support	Individual	A teaching assistant will follow up the speech & language programme throughout the week	1:1 time to practise the strategies detailed by the therapist in the child's report.	Nursery to Year 6	SLA/TA
Physical needs	Occupational Therapy	Individual	Occupational Therapist (OT) assesses the child and sets up a programme for school staff to administer	Targeted aspects of occupational therapy will improve so that they achieve the desired outcome	Nursery to Year 6	OT
Engagement & attention	1:1 Support	Individual	To secure greater levels of engagement in order to make rapid progress across specific aspects of the curriculum eg. maths, writing etc	To meet or exceed individual targets	Nursery to Year 6	Teacher and/or TA

Type of Provision	Name of intervention	Group/ Individual	Overview	Expected Outcome	Year groups	Teacher/ TA
Highly personalised curriculum	Support for children with social and communication needs eg. ASD	Individual	Working with colleagues who have a specialism to provide the appropriate strategies to support the child's learning and social development in a mainstream class	For the child to be able to access the curriculum and to be able to cope with the social demands in a mainstream school	Nursery to Year 6	Teacher and/or TA with Outreach Teachers eg. Freemantles School