

HINCHLEY WOOD PRIMARY SCHOOL

Whole School Provision



Provision- an introduction

There are 3 stages known as 'waves' which outline the provisions that can be provided to pupils at our school.

Wave 1: Quality First Inclusive Teaching

This is available to every child. High quality, inclusive teaching (Quality First Teaching) takes into account the learning needs of all children as part of a broad and rich curriculum. It is everyone's responsibility; every teacher is a teacher of SEND.

Wave 2: Short term targeted interventions

There is a shared responsibility for these interventions. The teacher directs the provision with support from the Inclusion Leader and/or the Senior Leadership Team.

Wave 3: Long term personalised and specialised provision

This is continuing support, usually part of an EHCP (Education, Health and Care Plan) or Statement.

There are 4 categories of provision:

- Cognition and Learning
- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and Physical



Provision at HWPS- examples (wave 2 and 3 provision changes depending children's needs)

	Wave 1- Quality First Teaching	Wave 2- Targeted Provision	Wave 3- Long term Personalised/ Specialised Provision
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum, planning, questioning and resources • Clear success criteria • Variety of teaching strategies • Visual timetables • Structured classroom routines • Writing frames • Group/ pair work • In class TA (Teaching Assistant) support • Activities are modelled to children by teachers • Adapted equipment e.g. writing slopes, pencil grips • Group/ individual targets, next steps • Outdoor learning- Eco Plot 	<ul style="list-style-type: none"> • Small group support in English and Maths with specialist teachers • Support from Educational Psychologist and LLS (Learning and Language Support) • Precision Teaching (over learning of English/ Maths) method • In class TA support • Dyslexia Programme- Toe by Toe • SNAP Maths programme • First Class @ Number programme • Memory group • Better Reading Partnership • Phonics and spelling groups • ELS • Success at Arithmetic 	<ul style="list-style-type: none"> • Long term highly specific targeted provision according to individual pupil need. This is delivered in association with outside agencies. • Individual arrangements for SATs.



<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Shared learning objectives • Key vocabulary displayed • Clear, simple instructions • Peer/ talk partners • Home School communication books • Reading Records • Circle times • Adults use differentiated or simplified language as needed • Show and Tell • Role play • Pupil Voice e.g. Children's Governing Body 	<ul style="list-style-type: none"> • Support from the Speech and Language therapy service • Breaking Down the Barriers Programme • Time to Talk programme • Visual aids • In class TA support • Pre-teaching of topic and key vocabulary • Resources to support specific needs e.g. word mats, prompt cards, now/next cards 	<ul style="list-style-type: none"> • Long term tailored support and advice with delivery of individual programme of intervention from e.g. Speech and Language therapist, Physiotherapist, Educational Psychologist. • Individual structured work stations
<p>Social, Mental and Emotional Health</p>	<ul style="list-style-type: none"> • Values based education • Values charter in each class • Behaviour reward systems • Individual reward charts as required • Personal Social and Health Education • Talk partners • Buddy systems • Restorative approach • Multi-sensory approach • Transition planning 	<ul style="list-style-type: none"> • Emotional Literacy Support 1:1 or small groups delivered by trained Emotional Literacy Support Assistant (ELSA) • Social skills and nurture groups • Support from CAMHS (Child Adolescent Mental Health Service) • Specific break time and lunch time monitoring • Home/school communication book 	<ul style="list-style-type: none"> • Access to Behaviour Support teacher and Educational Psychologist. • Access to Behaviour Consultant/ Counsellor



INVESTOR IN PEOPLE



Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Appropriate lighting • Minimal background noise • Easy access to resources • Suitable furniture and space • Visual prompts • Multi-sensory teaching • Accessibility Plan • Outdoor learning 	<ul style="list-style-type: none"> • Support from Occupational Therapy Service • Handwriting and Fine Motor programmes e.g. Write from the Start • Disabled access • Resources to support specific needs e.g. writing slope, easi-grip scissors 	<ul style="list-style-type: none"> • Highly individual programme of intervention as needed from the Physical and Sensory Support Service, Occupational Therapy, Visual Impairment teacher, Hearing Impairment teacher • Provision of specialist equipment e.g. seating
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For further details please contact the Inclusion Leader or the school office:

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