



Bramley C of E Aided Infant and Nursery School
Provision Map
We are an inclusive school

Cognition and Learning Needs

Children may experience the following difficulties:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem solving
- Fine and gross motor skills (large actions and including coordination, fine motor skills, e.g. those associated with handwriting)
- Making choices
- Making decisions
- Learning independently
- Processing information

Support provided by the school/preschool

Wave 1 Quality First Teaching	Wave 2	Wave 3
Welcoming stimulating learning environment Clear and sequenced curriculum Culture of high expectations Cleared shared understanding of what learning at our school means for children, staff and parents Differentiated learning activities Use of Talking partner Good teaching Use of highly trained support staff to support learning. Access to high quality resources Use of technology to support learning Use of interactive displays to support learning including those which focus on attitudes to learning	Additional Interventions: Targeted support from HLTA/TA including daily individual reading High adult/pupil ratio Small group interventions, e.g. maths, phonics Support from Home School Link Worker – may also include support for the whole family	Additional, highly personalised interventions for a minority of children who have specific special needs or disabilities: Outside agency support including: Early years SW SEND SEES including LEAP Freemantles Speech therapist Specialist teachers for inclusive practice (STIPS) EY behaviour support, inclusion officer, 1-1 support – in addition to and different from class teaching

Use of feedback and marking policy to promote learning and self evaluation Emotional Support from Emotional Literacy Support Assistant: small group, 1-1 as and when required Access to the School Nurse and HSLW		
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Language and Communication Needs (including social interaction)

Children may experience difficulties in the following areas:

Understanding and Expressive Language: Children may need visual support to understand or process spoken language, they frequently misunderstand what is being said and adults may need to use simple language and structures to ensure some understanding. Children may also use repetitive language.

Speech and Expressive Language: Children may use a simplified language with a limited use of vocabulary. Their ideas are limited and they are unable to engage in conversations. The language may be difficult to follow and hence will require frequent clarification. The speech is immature and speech/sound awareness is poor, which may affect literacy development.

Attention and Interaction Skills: Children may find it difficult to ignore distractions and will then need reminding to focus on what is happening in their learning or what they should be doing. Sometime children will need motivational support to stay on task and /or to complete the task or learning. They find it difficult to become active participants in whole class teaching and their interaction with peers may at times be inappropriate and difficult. Children find it difficult to initiate or maintain a conversation.

Support provided by the school/preschool

Wave 1	Wave 2	Wave 3
All learning opportunities in the above section Visual timetables including the use of symbols TA/HLTA support during whole class teaching/discussions TA/HLTA support during whole school collective worship/discussions activities	Additional interventions: Social skills group with emotional literacy support assistant and/or home school link worker Additional IT support and/or equipment Development of topic word banks as part of introduction to a new topic Pre-teaching of vocabulary Makaton trained staff	Additional, highly personalised interventions for a minority of children who have specific special needs or disabilities: Access to speech and language support service Individualised approach or speech intervention/ support programme Individual work space Alternative communication forms

	<p>Nuffield Early Language Intervention (NELI) delivered in Reception. Talk Boost (delivered in Pre-school)</p>	<p>Using language story as a preparation to new learning or changes to learning environment including transitions within school and to next stage or move to another school SEES including LEAP</p>
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Behavioural Emotional and Social Needs

Children may experience difficulties in the following areas:

Children may feel socially isolated and have low self-esteem. They may exhibit behaviour and attention difficulties, (ADHD) as well as anxiety and/or depression. Children may also have difficulties with self-image.

Support provided by the school/preschool

Wave 1	Wave 2	Wave 3
<p>All learning opportunities in the first section A calm learning environment PSHE/RSHE curriculum using Jigsaw School values which celebrates children demonstrating the school values these include respect, friendship, courage, perseverance Clear behaviour expectations discussed and agreed with the children Circle time Home school communication based on the needs of the individual, but may include a book, specific targets for home and/or school behaviour</p>	<p>Additional interventions: Social skills group with emotional literacy support assistant and/or home school link worker 1-1 with emotional literacy support assistant and/or home school link worker Additional support during lunchtime/playtimes Time out strategies</p>	<p>Additional, highly personalised interventions for a minority of children who have specific special needs or disabilities: Individual support plans following advice from educational psychologist or behaviour support</p>

Physical and Sensory Needs

Children may experience difficulties in the following areas:

Children may have a medical and/or a genetic condition which could lead to vision or hearing difficulties. Gross/fine motor skills could be impaired. Children could be hyper sensitive to noise, smells, taste, touch or light. They may have difficulties accessing the building or with toileting.

Support provided by school/preschool

Wave 1	Wave 2	Wave 3
<p>All learning opportunities in the above section</p> <p>Wide range of physical activities during school and after school clubs.</p> <p>Clear intimate care policy that promotes pupils dignity and independence.</p> <p>High quality PE</p> <p>Excellent PE equipment for use during lessons and at lunchtimes/early morning drop off</p> <p>School meals which meet the requirements of allergies</p> <p>First aid training for all staff</p> <p>Dedicated breakout spaces for Reception and KS1.</p> <p>Sequenced PE and PD curriculum</p> <p>Quiet spaces in the classroom</p> <p>Easy access to school and hall</p>	<p>Additional interventions:</p> <p>Disabled toilet</p> <p>Experienced staff who can support physical development</p> <p>Risk assessments for PE and other outdoor activities/school trips</p>	<p>Additional, highly personalised interventions for a minority of children who have specific special needs or disabilities:</p> <p>Access to health professionals including school nurse, paediatrician, occupational therapy, visually/hearing impaired, speech therapy (through referral)</p> <p>Individual support plans following referral</p> <p>Personal care support</p> <p>Access to IT</p>