

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

**Wave 1 Provision or Quality First Teaching** is the provision that is universal for all students. The majority of students' needs will be met through this provision. This provision includes high quality teaching and learning.

**Wave 2 or Targeted Provision** is additional, time-limited provision, normally in the form of small-group interventions to accelerate progress and enable students to work at age-related expectations. Wave 2 interventions are not primarily for students with SEN and students do not have to be on the Code of Practice in order to access these. These provisions will be put in place following careful analysis of progress data and/or teacher identification.

**Wave 3 or Personalised Provision** is specific, targeted interventions for students with SEN who are identified as requiring additional support. This will be put in place when Quality First Teaching and Targeted Provision are not, on their own, enabling the student to make appropriate progress. This will involve provision such as focused teaching activities that tackle fundamental errors and misconceptions and enable the student to make further progress. As with Wave 2 interventions, students will be identified following analysis of progress data and/or teacher identification.

Quality First Teaching Wave 1	Targeted Provision Wave 2	Personalised Provision Wave 3
<p>Quality First Teaching Pupil centred Planning/ personalised learning with learning ladders/individual targets Modelling and WAGOLLS ( What a Good One Looks Like) Clear learning objectives and success criteria displayed and used. Assessment for learning built into planning Differentiated curriculum planning and work Planning reflects different learning styles eg visual, auditory, kinaesthetic. Differentiated delivery e.g. simplified language, slower lesson pace Maths sets from year 2 Effingham Learning Partnership offers lessons in maths and science in year 6. Use of visual aids e.g. interactive displays Learning walls are seen throughout the school. Children are able to self assess their work through systems such as traffic lights or red/green/amber cups. Differentiated outcome e.g. cartoon strip instead of written prose, use of ICT Illustrated dictionaries/spellcheckers/word banks/ thesauruses Use of writing frames/ visual organisers Specialist teachers for music, French and PE in the junior school ( yrs 3 – 6 ) Every classroom has a teaching assistant for at least part of the day – all day in the infants and year 3; half day in years 4 – 6. All support staff are aware of planning</p>	<p>Rapid Phonics Better Reading Partnership Phonics programme – year 3 Snap maths Precision teaching Maths and literacy booster groups run by teachers according to need Hornby Level 4 TA for literacy difficulty support. Yellow/Blue Box comprehension support Handwriting Hornet Scheme Springboard</p>	<p>Precision teaching Snap maths Input from LLS (Language and Learning Support) Input from Behaviour Support Input from EP (Educational Psychologist) Input from ASD outreach Differentiated teaching in small groups (SEND teachers) Additional reading / writing Input from SALT ( Speech and Language Therapy team) Input from Hearing impaired team</p>

IT is available in every classroom and includes some or all of the following: interactive smart/active board; chrome books; nexus 7; I Pad; visualisers; cameras; recording equipment, such as Dictaphones, sound buttons. Use of film/music clips

Established homework policy – homework is differentiated.

Established marking code, including next steps that children are familiar with.

Daily phonics for children in the lower school and year 3

Highly structured spelling schemes

Guided reading daily

Reading schemes and banded reading books used throughout the school

Open door policy – teachers available at the end of every day

Clear communication pathways for parents e.g. link books, accessible reception desk for booking appointments; instant text and email messaging to parents; regular parent consultation evenings

Curriculum visits/visiting performers/class assemblies.

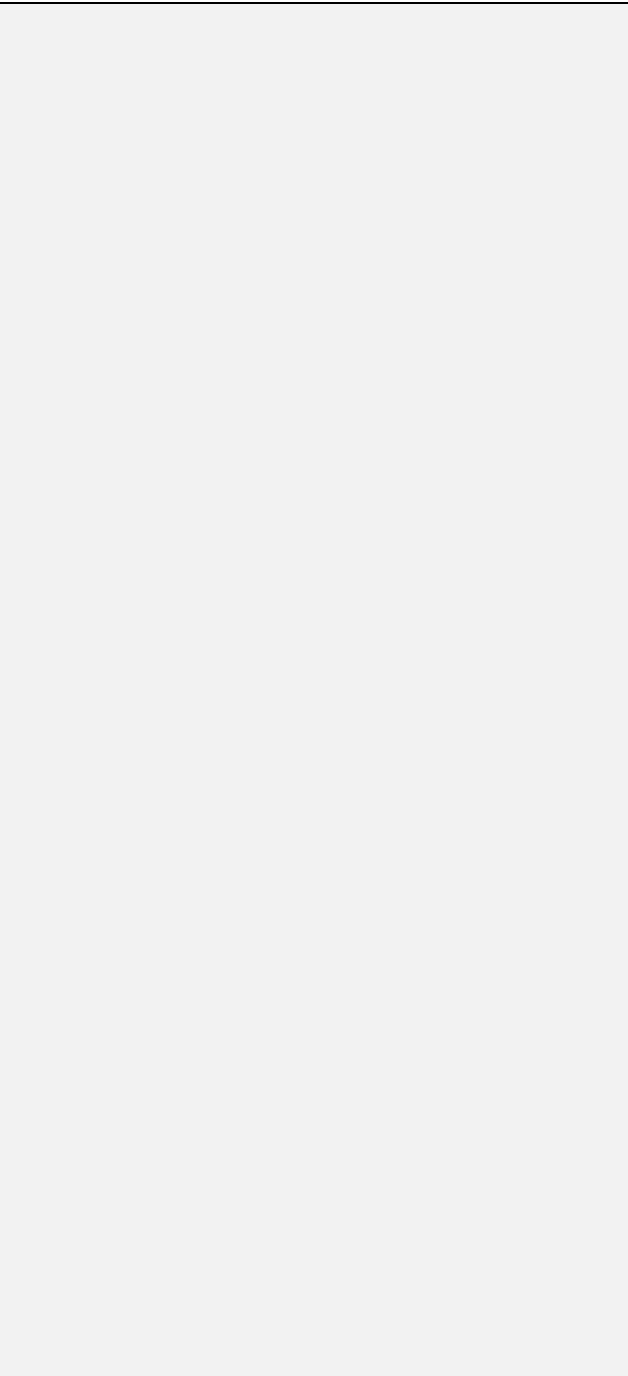
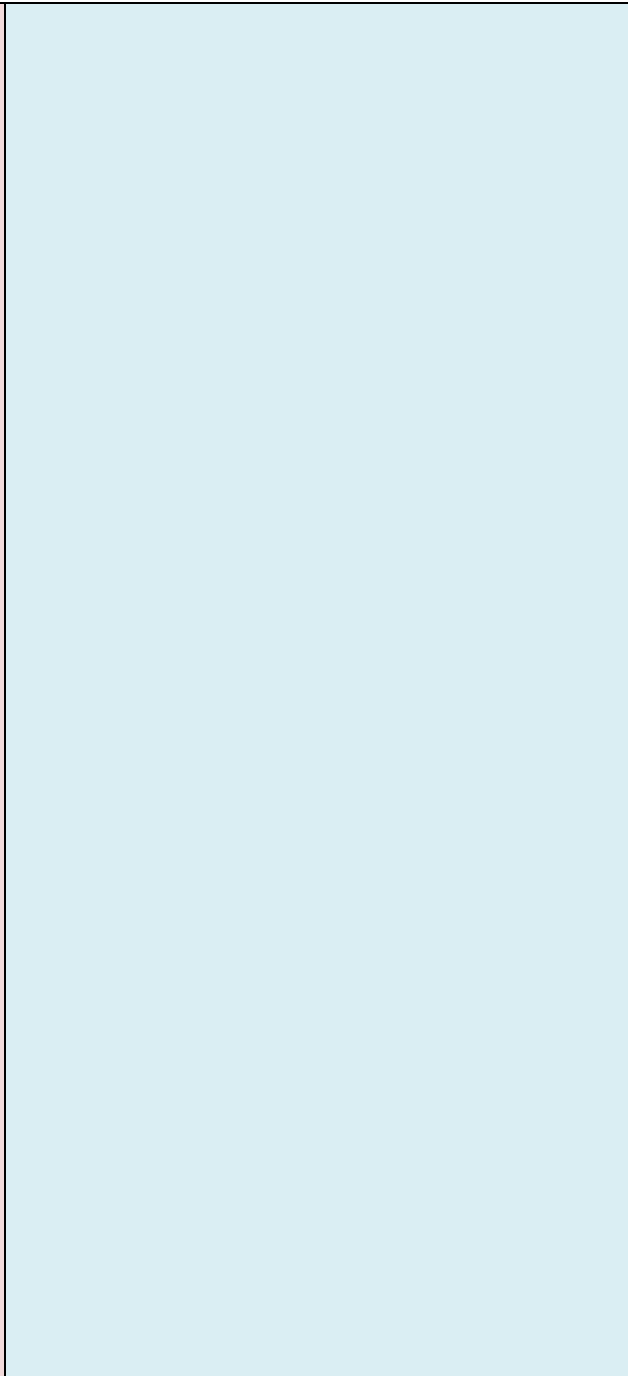
Links with the local church eg Christingle service and Remembrance Day service at church and visits from local clergy.

Maths and literacy toolkits and/or well labelled and varied equipment available to support independent learning.

Talking partners used as a strategy to as a strategy means that all children get the opportunity to think, discuss and express themselves orally. Structured school and classroom routines well established and positively reinforced.

Whole school, structured behaviour management system in place and adhered to.

Residential visits to support the curriculum and



<p>emotional wellbeing in years 4 and 6. Trips for other year groups linked to topic.  Use of rewards e.g. stickers/ certificates / letters home / Golden Time. Structured transition programmes for years R, 3 and 7.  Circle time valued and used regularly.  School Council with high profile. Handwriting policy across both infant and junior schools.  Immersion days  Parent workshops and presentations  Bug Club</p>		
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Eastwick Schools - Juniors Provision Map

Speech, Language and Communication

Quality First Teaching Wave 1	Targeted Provision Wave 2	Personalised Provision Wave 3
<p>Differentiated curriculum  Differentiated delivery  Planning reflects different learning styles eg visual, auditory, and kinaesthetic.  Learning walls  Illustrated dictionaries/ spellcheckers/word banks/thesauruses  Use of visual organisers/ writing frames  Use of ICT  Talking partners  Daily Phonics for children in the infant school and year 3  Labelled resources and equipment  Individual mini whiteboards and pens  Visual timetables in each classroom  Individual targets displayed  Interactive whiteboard in each classroom  Learning objective written in a different colour to the date and other items on the board</p>	<p>Speech and Language group  Social skills group</p>	<p>Input from SaLT (Speech and Language therapist)  Input from ASD outreach  ICT e.g. recording devices, i-pads  Individual visual timetable  Input from REMA (Race Equality and Minority Achievement ) for EAL( English as a Second Language) children and travellers</p>

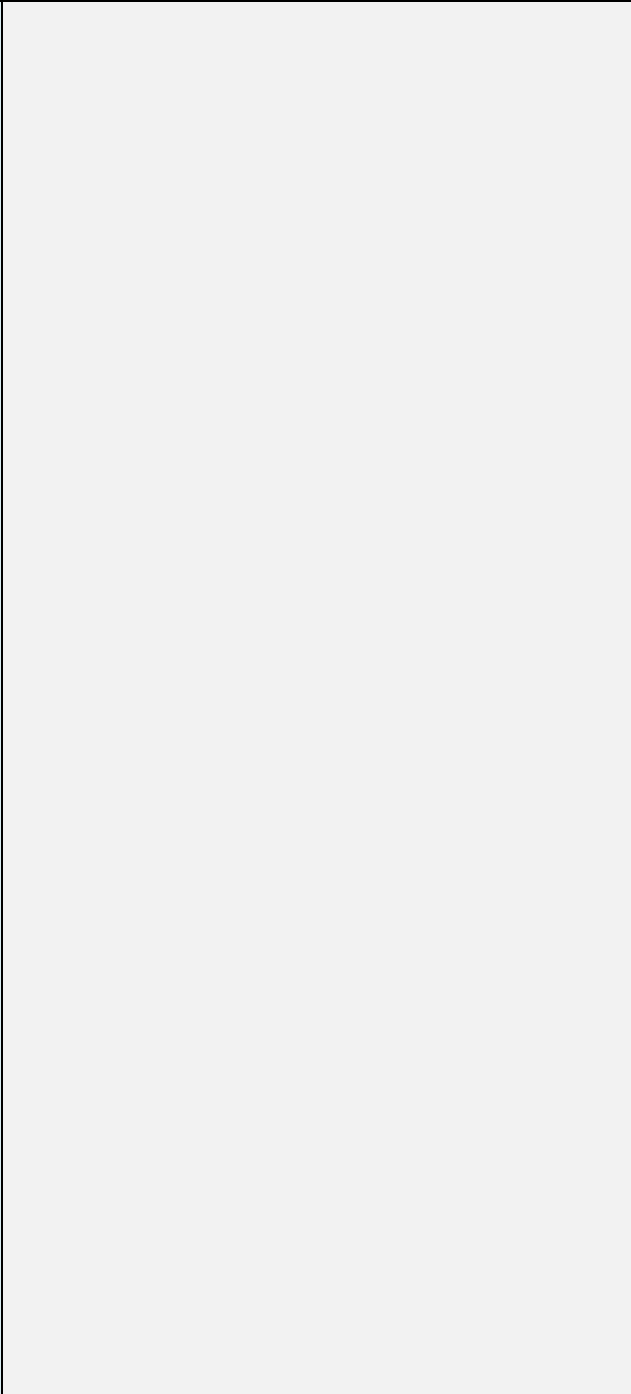
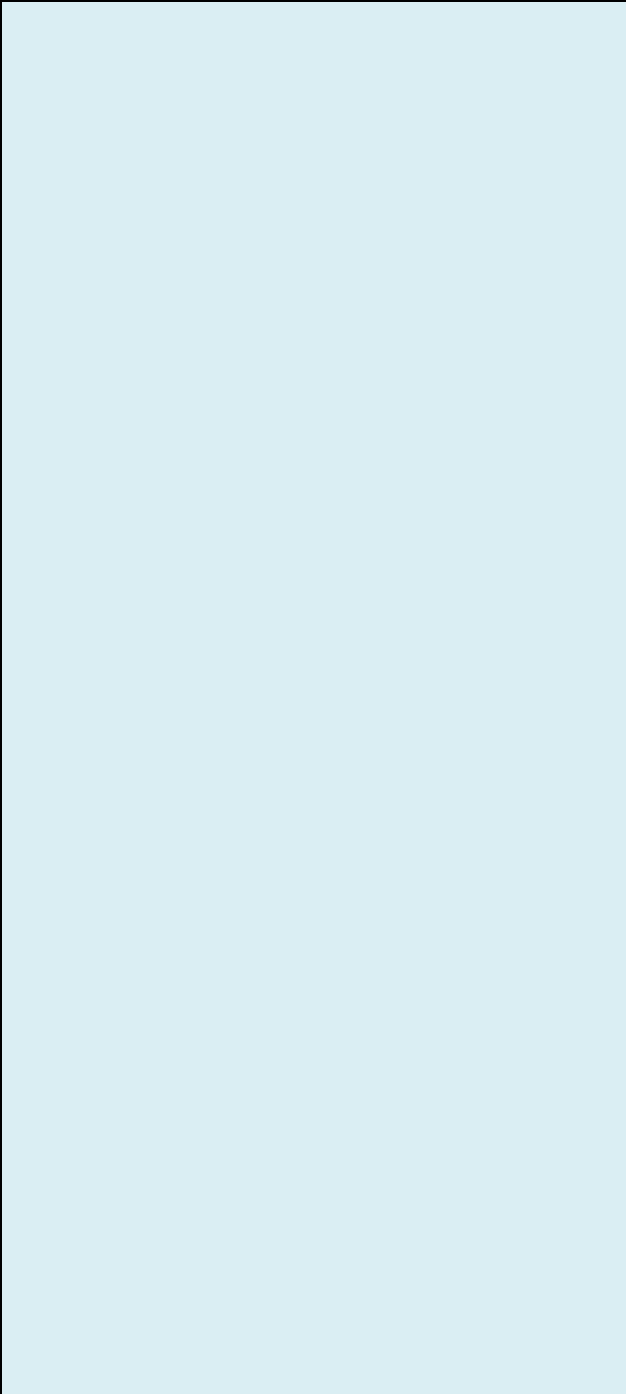
A variety of playground equipment		
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Eastwick Schools – Juniors Provision Map

Social, mental and Emotional Health

Quality First Teaching Wave 1	Targeted Provision Wave 2	Personalised Provision Wave 3
<p>Circle time valued and used regularly</p> <p>PSHCE a valued part of the values based curriculum</p> <p>A Listening Ear – always available</p> <p>Art therapist available in the infant school</p> <p>Peer mediators in the junior school</p> <p>ELSA – trained Emotional Literacy Support Assistant in both infant and junior schools</p> <p>Social skills groups</p> <p>Bereavement counsellor</p> <p>Positive Praise culture – stickers, rewards, values badges</p>	<p>Social skills groups</p> <p>Social stories/ comic strip conversations</p> <p>Individual behaviour charts</p> <p>Now and next boards</p> <p>ELSA (Emotional Literacy Support Assistant)</p> <p>Home School Link worker</p> <p>Listening Ear</p>	<p>ELSA (Emotional Literacy Support Assistant)</p> <p>Home School Link worker</p> <p>Input from BS (Behaviour Support)</p> <p>Input from EP (educational Psychologist)</p> <p>Input from ASD outreach</p> <p>Individual behaviour plan</p> <p>Input from REMA (Race Equality and Minority Achievement ) for EAL( English as a Second Language) children and travellers</p>

House system  
Responsibility roles within the classroom  
eg eco monitor, cloakroom monitor etc  
Celebration and display of work  
afternoons/evenings  
Home School Link Worker is a link between  
home and school  
Nutritious lunches prepared on site  
Children are encouraged to bring a healthy  
snack in the junior school  
School council  
Age appropriate sex education  
Merit / celebration assembly every week  
Brain/ movement breaks  
Parent volunteers across both schools  
Safeguarding training for all staff  
Internet safety training for all children  
Children's birthdays are celebrated as  
appropriate  
Links with the local church e.g. Christingle  
service and Remembrance Day service at  
church and visits from local clergy  
Good adult to child ratio at break times  
with some adults leading or modelling  
children's play  
Indoor water fountains so that drinking  
water is always available  
Breakfast and after school club based at the  
infants school  
Well attended Christmas and summer fairs  
A varied range of lunch time and after  
school clubs led by staff and/or outside  
agencies, including sketching, girls' football  
and chess  
Productions, trips and residential trips  
Sponsored events to raise money for  
charity eg Red Nose Day



Links with the local community e.g. choir visits to Southey Court, a residential home for the elderly.		
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Eastwick Schools - Juniors Provision Map

Sensory and Physical

Quality First Teaching Wave 1	Targeted Provision Wave 2	Personalised Provision Wave 3
<p>Staff aware of implications of physical impairment</p> <p>Visual timetables</p> <p>Wobble cushions</p> <p>Fiddle toys to aid concentration</p> <p>Brain gym activities</p> <p>Kinaesthetic lessons</p> <p>Seating plan</p> <p>Handwriting policy</p> <p>Coloured overlays for reading</p> <p>Large airy classrooms</p> <p>Outdoor classroom</p> <p>Large playing fields for clubs, PE and sports day</p> <p>Large hall with a range of gym equipment</p> <p>Heated outdoor swimming pool with specialist swimming teachers</p> <p>Appropriately sized classroom furniture, sinks and toilets</p> <p>Named pegs</p> <p>Labelled resources</p> <p>Individual mini whiteboards and pens</p> <p>A variety of playground equipment</p>	<p>Additional handwriting</p> <p>Fine motor skills /Gross motor skills input</p> <p>OT (Occupational Therapist) exercises</p> <p>Sensory room</p>	<p>Input from OT (Occupational Therapist)</p> <p>Input fro physiotherapist</p> <p>Input from PSSS (Physical Sensory Support Service) eg adapted computers</p> <p>Sensory room</p> <p>Swimming at Leatherhead Swimming pool</p>