

Stalyhill Infant School – Graduated Provision Map by Area of Need

The provision at Stalyhill Infant School is split into three areas across the four areas of Special Educational Needs:

- **Wave 1 – Universal** – this is our core offer for all pupils which define our inclusive classrooms. Quality First Teaching is vital in order to create an inclusive learning environment which supports and challenges all our pupils in all aspects of the school day.
- **Wave 2 – Targeted or Universal +** - small group interventions or strategies that support students to keep up with age related expectations. Children accessing these interventions are identified, monitored and tracked by class teachers, teaching assistants and the senior leadership team.
- **Wave 3 – Specialist** – individual interventions and specialist support that offers a more personalised provision for that individual child. This wave of support is co-ordinated through a collaborative approach between the SENDCo, parents/carers, external agencies and class teachers.

Area of need	Universal (See also Inclusion statement) Quality First Teaching (all pupils)	Targeted (and Universal+) Some pupils	Specialist (Few pupils)
	Wave 1	Wave 2	Wave 3
Cognition and Learning	• Clear and simple instructions • Check for understanding • Consistent use of positive language • Visual cues and prompts • Use of writing frames. • Maths and English schemes based on chunking objectives into smaller steps. • Time given for processing	TA daily keep up sessions – maths and literacy RWI 1:1 and small group Tutoring RWI 1:1 Assisted Blending Maths – One billion and White Rose app Launchpad for Literacy Memory games/cards	Personalised curriculum based on engagement model and Launchpad for Literacy Precision Teaching EP advice Screeners and baseline assessments Advisory Teacher and EP SpLD advice EHCP outcomes

	• Consistent use of terms • Repetition and reinforcement of skills • Tasks simplified or extended • Use of concrete resources to support maths. • Use of modelled examples of high quality work. • Offer alternatives to written recording: laptop/word processor, scribe, storyboard, picture prompts, symbols • Always provide hand-outs to minimise copying from the board for pupils with recognised writing difficulties. • Provide key words for a topic to support difficult spellings. • Ensure fonts on whiteboard are clear and of a reasonable size. We will not use a "white" background and will endeavour to use the correct colour backgrounds where required.	Numbots/TTRS	
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Communication and Interaction	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson. • Visual prompting and cues – timetable, instructions, demarcating areas. • Instructions broken down into manageable chunks and given in the order they are to be done. • Allow for processing time before answering. • Labelled objects in classroom, where appropriate. • Systematic organisation of independent learning tasks and activities • Clear rewards and sanctions – including motivators • Overt expectations made explicit. • Calm, communication-friendly learning environment • Access to time out area or distraction free environment • Regular, short sensory breaks.	Colourful Semantics Articulation Station SaLT small group work WELLCOMM Trafford assessment of SS Time to Talk Individual workstations Now and then board Social time provision Lego Therapy Enhanced transition between year groups and between schools	LA service recommendations - CLASS SaLT Individual plan SaLT small group work Communication Board/Book EP advice Black Sheep resources Social Stories/Comic strip conversations Motivate to Communicate EHCP outcomes BSL Makaton Hanen
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	• Lots of speaking opportunities; • paired/group • Model language, repeating, asking them again etc. • Adults will share the structure of the learning with children. This will explain to children what is going to happen.		
Social. Emotional and mental health	• Clear whole school relational inclusion policy • PACE guidelines consistently implemented by all staff. • Consistent use of rewards and sanctions • A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time. • Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary. • Use pupil's name and ensure you have their attention before giving instructions.	Emotion Coaching Social Group Nurture group A Tummy full of Fireworks Happy in my Skin Specialist equipment – fidget toys/calm Morning group Individual reward system Social time provision Lego Therapy Enhanced transition between year groups and between schools.	Individual behaviour plan - TBC LA consultation and advice – EP, TSOSS, CAHMS Targeted Mental Health Support (Health Mentor, School Nurse, EMHP) Grief recovery Counselling EHCP outcomes EP advice

	• Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Reinforcement of rules – visual prompts to support if needed • Reset box in each classroom. Each classroom has breakout space for reset and co-regulation. • Use of choice and motivation • Supportive peer systems • Structured routines and clear guidelines • Calming strategies – all students taught this through MyHappyMind. • Clear communication with parent/carer	Parent support groups	
Sensory and physical	• Reduce background noise to improve acoustic environment. • Sensory equipment based within each classroom. • Preferential seating and position of teacher. • Alternative seating or standing desk used when required.	Motor Skill physical development group Write from the Start Manchester Motor Skills Social time provision Use of accessible toilets	LA services – physiotherapy, HIT, VIT, ISCAN. IHC Plan including accessibility Equipment/resources EHCP outcomes EP advice School Nurse

	• Uncluttered and well organised learning environment • Good lighting • Access to lip reading/ subtitles on audio visual material • Specialist vocabulary available at the beginning of each topic • High colour contrast materials, • including on whiteboard • Good quality print and photocopying	Sensory aids such as fidgets, therabands and cushions Adaptation to school uniform and uniform policy for individual child's sensory needs.	
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Please note that interventions at the targeted and specialist interventions may overlap dependent on a child's need.