

HURSTHEAD INFANT SCHOOL - PROVISION MAP (Updated October 2023 and created with reference to the Stockport Entitlement Framework)

Information	Liaison with parents	<p>Use of Seesaw on line platform for two way communication (with class and individuals) and curriculum information</p> <p>Open door policy after school</p> <p>Termly open evenings / parents evenings/Thumbs up sessions/Share a story sessions</p> <p>Before / after school provision (private)</p> <p>Individual home / school liaison books/Termly Next Steps - individual child information sharing</p> <p>Use of Parental contribution forms prior to meetings with class teacher / SENCO (Special Educational Needs Co-ordinator) / Inclusion Service / Education Welfare Officer / Educational Psychologist (EP)/ Occupational Therapy (OT) / Speech and Language (SALT) / Sensory Support Service (SSS) and others (all on referral)</p> <p>Active Parent Staff Association including individual class reps/ volunteer parent scheme</p> <p>Literacy/Numeracy/Phonics/Curriculum meetings for parents</p> <p>Parental questionnaires</p> <p>Free Parenting sessions</p> <p>Parents area on website</p>
	Partner agencies	<p>Inclusion Service. Educational Psychology. Educational Welfare Officer. SALT. OT. Physiotherapy. Child and Adolescent Mental health Service (CAMHS). Ethnic Diversity Service. Parental Support Services. Sensory Support Service. Paediatricians. Primary Jigsaw. Speechleap (in school Speech and Language Therapist).</p> <p>MASSH (Multiagency Safeguarding and Support Hub) / Early Help Assessment / Team Around the School (Multi-agency team)</p>
	Continuing Professional development	<p>Whole school In service from internal/external source.</p> <p>Targeted individual training for teachers / Teaching Assistants (TAs) /Learning Support Assistants (LSAs).</p> <p>Knowledge disseminated with regular updates on training.</p> <p>Inclusive practice self-evaluated by all staff via the Stockport Entitlement Framework questionnaire and CPD (Continuing Professional Development) needs addressed therefrom</p>

Reception & Key Stage One	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health Development	Sensory and/or Physical/ Medical Conditions
Possible indicators of need	<p>-Low baseline on entry for Communication and Language /Personal,Social and Emotional Development</p> <p>-Continuing slow development of expressive or receptive language</p> <p>-Slow development of verbal and/or non-verbal communication</p> <p>-Slow development of social interactions/communications including lack of eye contact/use of repeated learned phrases/finding it hard to change routine/sensory issues/under or over reactions to challenging or new</p>	<p>-Low baseline on entry</p> <p>-Lack of progress</p> <p>-Lack of progress after intervention strategies employed</p> <p>-Difficulty retaining or recalling information including after overlearning key skills</p> <p>-Inability to transfer rote learned skills to practical activities</p>	<p>-Consistent low mood</p> <p>-Experiencing ACE/s (Adverse Childhood Experiences)</p> <p>-Lack of engagement or interaction</p> <p>-Lack of reaction i.e. does not laugh when something is evidently amusing, does not react to other's distress</p> <p>-Or overreaction to events and feelings i.e. overly upset when others are, - Heightened emotional state/ overly anxious when encounters challenging or new situations</p> <p>-Lack of focus / displays hypervigilance</p> <p>-Displays disinhibition/hyperactive</p>	<p>-Low baseline for fine and/or gross motor skills</p> <p>-Physical impairment e.g. hearing, sight, movement etc.</p> <p>-Diagnosed with a medical condition that has impact on movement/learning etc.</p> <p>-Displays constant sensory seeking behaviours e.g. constant movement seeking/sucking at hair, clothes or skin/ touching objects around them/ rocking/ or sensory avoidance e.g. will not touch dough / sand etc. will not eat certain food consistency</p>

	<p>situations Persistent peer conflict</p>		<p>behaviours/ Impulsiveness -Disorganization and problems prioritizing/Poor time management and planning skills -Is often on their own/chooses not to interact with others -Shows signs of under or over attachment to parents/carers/adults and possibly peers</p>	
<p>Universal provision</p>	<p>Quality first teaching – Adaptive Teaching Structured school and class routines Dyslexia friendly environment and teaching ASD (Autistic Spectrum Disorder) aware practices (all teachers audited and trained) Clear praise and reward systems Through use of RA (Restorative Approaches) – promotion of positive relationships between all people in school – adults and children Use of playground friends scheme for all Consistent structured and supportive feedback given using positive language by all adults in school All pupil communication encouraged, valued and acknowledged Use of the personal 1 page profile for all children Concrete / multisensory resources Use of movement and brain breaks Clear appropriate instructions Quiet learning environment Language used at an appropriate developmental level Over-teaching of key vocabulary Emphasis on speaking and listening throughout school Use of focused phonics teaching from Letters and Sounds scheme Use of Learning Partners and small group work</p>	<p>Quality First teaching – Adaptive Teaching Dyslexia friendly teaching and environment Use of multisensory resources Use of engaging and practical primary sources Working walls Writing frames / key word banks Home / school links via Seesaw Focused small group work Differentiated teaching & planning in all curriculum subjects Praise for effort and progress alongside achievement Planned CT/ TA support for all School Marking/Feedback / Homework and Behaviour policies Integrated learning enabling links between subjects Use of standardised Learning Characters throughout the school (metacognition) Use of focused phonic teaching – Letters and Sounds Use of learning and talk partners and collaborative learning activities Consistent in class feedback Immediate addressing of misconceptions Age appropriately timed activities with movement and brain breaks Appropriate calm learning environment with suitable levels of heat and light Regular consistent assessment of skills</p>	<p>Quality First teaching – Adaptive Teaching Dyslexia friendly practice Emphasis on PSHE (Personal, Social, Health and Economic Education) throughout the school including circle times and building resilience activities Creative Forest Schools Use of Restorative Approaches Emoji emotions scale “check ins” Teaching of mindfulness techniques Yoga Use of teacher talk strategies such as Bubble Time boards Use of Learning Characters (metacognition) Mental Health, PSHE, Anti-bullying and Behaviour policies Positive praise for effort and progress alongside achievement Equitable reward systems Whole school Golden Rules Class Golden Rules Firmly established transition procedures Pre-school/Key Stage 1 / Key Stage 2 liaison & projects Play-leader Scheme/Sports Ambassadors Playground friends + friendship bench Playground toy boxes All staff receive CPD in SEND related areas to support children Use of We eat elephants programme as precursor for Cognitive Behaviour</p>	<p>Quality First teaching - Adaptive Teaching Dyslexia friendly practice including use of appropriate coloured background for whiteboard Funky Fingers Wake Up Shake Up PE activities Playground areas including The Hill with climbing and balancing equipment Creative Forest schools Playground boxes including balancing equipment, balls, bats, ropes etc Play-leader scheme Yoga Meditation After school clubs Movement and brain breaks Active maths sessions Dyslexia friendly practice and classroom Sports coaching in school Local authority sight, hearing, height and weight checks in Reception Use of pencil grips/different types of writing equipment/size 12/14 font</p> <p>Access in school: Disabled toilet including changing table Medical room Disabled access to all areas Disabled Parking space outside front door</p>

	<p>Use of PSHE for allowing ideas, thoughts and opinions to be voiced and listened to</p> <p>Thinking time given to all</p> <p>Questioning appropriate to the developmental stage of the children including the appropriate use of both simplified and higher order questioning</p> <p>Initial baseline screening of Speech & Language (Sp&L) needs by Speechleap SALT (Reception)</p>	and progress – tracked and analysed	<p>Development</p> <p>Use of learning and talk partners</p> <p>Personal 1 Page Profiles</p> <p>Bathroom area in each classroom</p> <p>Movement and brain breaks</p> <p>All staff trained in Team Teach</p> <p>Links with Hursthead Junior School – buddy class and transition activities</p>	All TAs Paediatric First Aid trained Healthy Schools Quality Mark
Targeted provision	<p>In-house pre-referral Sp&L assessment – expressive</p> <p>In-house Sp&L referral and assessment – advice/programme or therapy given as necessary by Speechleap SALT</p> <p>Speech sounds small group/individual work</p> <p>Phonological/Phonics small group work</p> <p>Narrative small group work</p> <p>Time to Talk social communication small group work</p> <p>Happy to be me – small group work</p> <p>Use of playground buddy system (small group or individual)</p> <p>Use of different ways of making voice heard/recording, to contribute/assess in class</p> <p>Use of visual timetable / social stories / comic strip conversations etc. with small group or individual</p> <p>Environmental clues – classroom signs/pictures</p> <p>Use of 5 minute files</p> <p>Use of simplified instructions/questions</p> <p>Pre-teach key vocabulary/Pre learning of topic related vocabulary</p> <p>Use of quiet learning space</p> <p>Extra processing time given</p> <p>Differentiation by support/input/objectives/outcome as necessary</p>	<p>Focused small group work including Motor Skills United (MSU)</p> <p>Reading intervention/Reading comprehension group</p> <p>Maths intervention group</p> <p>Phonics intervention group</p> <p>Narrative group work</p> <p>Handwriting intervention group</p> <p>Use of focused 5 minute files work</p> <p>External agency programmes and advice followed and delivered</p> <p>Use of differentiation e.g. by support, time to complete task, expected outcome</p> <p>Learning partner paired work</p> <p>Adaptations including computer and digital adaptations e.g. larger print</p> <p>Use of small group visual timetable</p>	<p>Use of Mental Health Toolkit and Mental Health Policy</p> <p>Focused circle time/RA/PSHE sessions (including building resilience)</p> <p>Small group teaching of mindfulness techniques</p> <p>Time to Talk social communication group</p> <p>Happy to be me self-esteem and communication group</p> <p>Use of individual behaviour reward system e.g. cards/stickers/stampers/ Visits to Headteacher etc.</p> <p>Social Development Playgroup</p> <p>Inclusion Service input – small group work to support Social and Emotional Needs</p> <p>Meet and Great settling time by designated practitioner</p> <p>Bubble time group chats with Class teacher</p> <p>Learning partner paired work</p> <p>Playground support/buddy system</p> <p>Quiet space (including Calm Garden) work</p> <p>Identified Meet and Greet and checks in throughout the day with designated adult</p> <p>Movement and brain breaks</p> <p>External agency programmes and advice followed and delivered</p> <p>Toileting plan</p>	<p>Hursthead Infant School offers an individual response to the wide range of needs from monitoring to individual support/. Such support may be short, medium or long term to enable access to an inclusive mainstream placement. All staff are aware of needs of individuals whether or not on SEN Support</p> <p>Motor skills Utd OT groups</p> <p>Core Stability Group</p> <p>Handwriting small group sessions</p> <p>5 minute files including fine and gross motor exercises</p> <p>Use of specialist equipment as provided by outside agencies i.e. OT</p> <p>Use of sit and move cushions</p> <p>Use of sloping board</p> <p>Non-white whiteboard/coloured pens</p> <p>Support via toileting plan</p> <p>Use of fiddle toys/box</p> <p>Extra movement breaks</p> <p>Adapted classroom layout</p>

			Use of timers and count downs	
Individualised Provision	<ul style="list-style-type: none"> >SALT/CAMHS/Social Communication /EP referrals >Referral to Ethnic Diversity Service – English as an Additional Language support worker 1:1 weekly >Individual S&L programme delivered >Use of Individual Visual Timetable or Now and Next board >Use of coloured file system for supporting learning activities >PECS (Picture Exchange Communication System) >Use of Hursthead Social Communication tracker >Involvement of Inclusion Team/ADAPT (post Autism diagnosis team) >Use of Assistive Technology including individual laptop/iPad as necessary >Use of parental contribution form to inform SEN Support plan >SMART (Specific, Measureable, Achievable, Realistic and Timely) targets/objectives >SEN Support plan including all S&L / Communication targets >Referral for Education Health and Care assessment >1:1 support in class from TA/CT >Adaptations and differentiation as detailed on EHCP (Education, Health and Care Plan) 	<ul style="list-style-type: none"> >Inclusion Service/EP referrals >Regular Inclusion Service involvement and specialist teaching >Individual outside agency programme/advice followed and detailed on plan >Use of individual visual timetable or Now and Next board >Use of coloured file system for supporting learning activities >Use of Assistive Technology including individual laptop/iPad as necessary >Use of parental contribution form to inform SEN Support plan >SMART targets/objectives >SEN Support plan including co-produced targets >1:1 support in class from TA / CT >Referral for EHCP assessment >Adaptations and differentiation as detailed on EHCP 	<ul style="list-style-type: none"> >CAMHS/ Primary Jigsaw/EP/Inclusion Service referrals >Specialist support from outside agency >Programme/advice from outside agency followed and detailed on plan >Identified Meet and Greet and checks in throughout the day with designated adult >Adjusted school day/ involvement of Inclusion Team >Use of individual visual timetable or Now and Next board >Use of parental contribution form to inform SEN Support plan >SMART targets/objectives >SEN Support plan including all Social, Emotional and Mental Health (SEMH) needs and targets >1:1 support in class from TA / CT >Referral for EHCP assessment >Adaptations and differentiation as detailed on EHCP 	<ul style="list-style-type: none"> >CAMHS/OT/Sensory Support Service including VI (Visual Impairment) /EP referrals >Specialist support from outside agency >Programme/advice from outside agency followed and detailed on plan >IHP (Individual Health Plan) >Use of specialist equipment such as: Proloquo iPad/ Magnifier/ Hearing Loop/Adapted Laptop/Standing frame etc. >Use of parental contribution form to inform SEN Support plan >SMART targets/objectives >SEN Support plan including all targets from outside agencies related to physical needs e.g. use of Assistive Technology/ adapted equipment for visual impairment / physiotherapy/OT programme etc. >1:1 support in class from TA / CT >Referral for EHC assessment >Adaptations and differentiation as detailed on EHCP