



## Cove Junior School's Provision Map

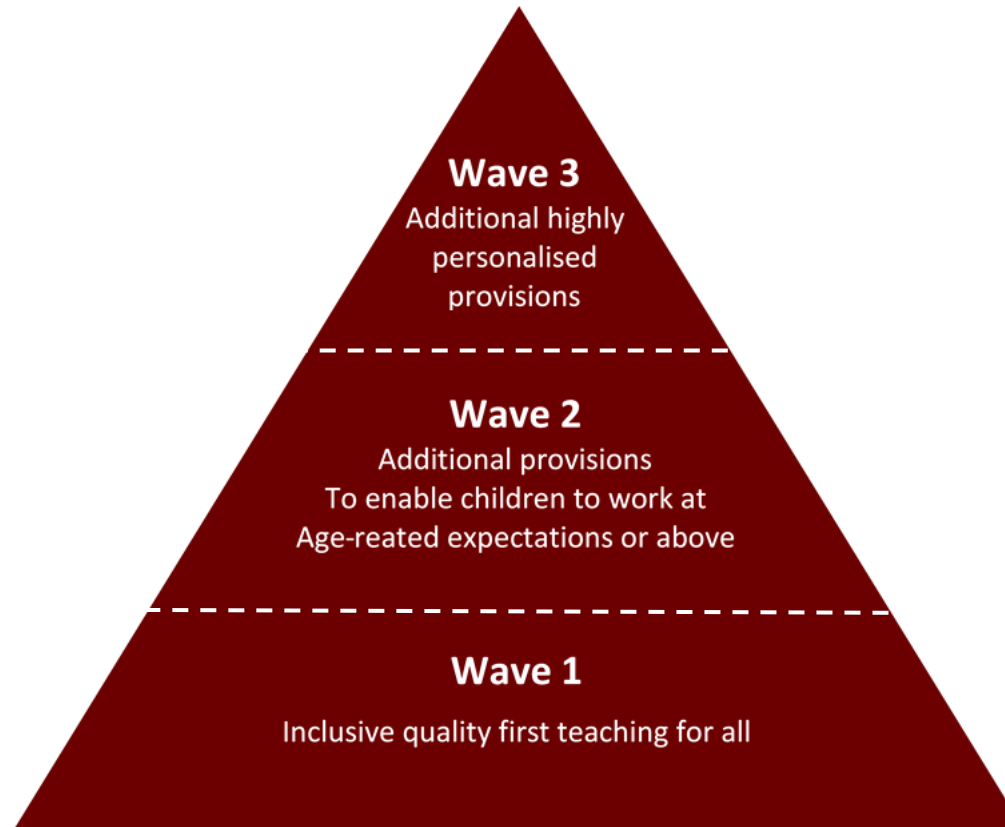
At Cove Junior School, we value the abilities and achievements of all pupils, and are committed to providing the best possible learning outcomes for all pupils.

**"Inclusion celebrates difference and welcomes diversity, it does not seek to ignore differences or 'make' everyone the same."**

**Inclusion Alliance**



## Waves of Provision Model



**A graduated approach:** All children will be provided with high quality teaching that is personalised to meet the diverse needs of all learners.



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There are 3 stages known as 'waves' that outline the provision that we provide for our children.

<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<p>Wave 1 is the effective inclusion of all pupils in quality first everyday personalised teaching. Such teaching will, for example, be based on clear key questions that are shared at the start of a lesson and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited provision that is provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 provisions are often targeted at a group of children that have similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored provisions to accelerate progress or enable children to achieve their potential. This may include one or more specialist provisions.</p>



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Each wave is broken down into 4 further categories of provision:

<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Sensory and Physical</b>	<b>Social, Emotional and Mental Health</b>
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment or a hearing impairment may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>



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### Cognition and Learning

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning            Pitched questioning            Modelling of skills and writing            High expectations            Success criteria            1:1 and group reading            Guided writing            Word mats            ICT to support learning            Writing frames            Numicon, Place Value Counters, Bead Strings            Learning displays, Working Walls            Challenge tasks            Support from Learning Support Assistants            Different learning styles are adopted            Strategies for Autistic Spectrum Disorder (ASD),            Attention Deficit Hyperactivity Disorder (ADHD)            Specific Learning Disorders e.g. Dyslexia (SpLD)            Feedback marking that shows next steps            All children's progress and attainment is            assessed and tracked throughout the year            Pupil Progress Meetings held to support and            maintain progress</p>	<p>SPaG group (Spelling, Punctuation and Grammar)            Paired Reading across year groups            Small group support for maths, reading and            writing in class            Rapid Reading Groups            Nessy Spelling Programme            Phase 3+4+5 phonic skills consolidation during            phonic / spelling sessions (Little Wandle)            Precision Teaching            Pre-teaching of vocabulary &amp; new concepts            Language Link Programme and Provisions            Microsoft Dictate and Immersive Reader            Times Table Rock Stars            My Maths</p>	<p>Intense (1:1) support in core and foundation            subjects            1:1 Rapid Reading            Dyslexia Screening            Support from Educational Psychology (EP)            Support from Occupational Therapist (OT)            Support from NHS SaLT            Support from EMTAS (Ethnic Minority and            Traveller Achievement Service)            Salford Assessments for reading and            comprehension</p>



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### Communication and Interaction

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Modelled speech/language</p> <p>Modelled Interaction</p> <p>Targeted questioning</p> <p>Talk Partners</p> <p>Group work</p> <p>Whole class PSHE discussions</p> <p>Pupil Voice Assembly</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>A range of questions used so children develop and give better answers</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular communication through informal and formal meetings e.g. Parents' Evening</p> <p>Class and special assemblies</p> <p>Role play and drama</p>	<p>Pre-teaching of vocabulary &amp; new concepts</p> <p>Language Link Programme and Provisions</p> <p>Social skills and self-esteem group</p>	<p>Individual visual timetables</p> <p>Individual visual communication system</p> <p>Targeted work from Speech and Language therapy (NHS and internal Elklan Trained staff)</p> <p>Targeted work with Primary Behaviour Service (PBS)</p> <p>Targeted support from Emotional Literacy Support Assistants (ELSA)</p> <p>Targeted support from Child and Family Support Officer</p>



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### Sensory and Physical

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting etc.</p> <p>Additional movement breaks</p> <p>Sensory Circuits</p> <p>School building is accessible for all</p> <p>Wheelchair accessible toilet</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Lesson organised to accommodate different learning styles - providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p>	<p>Use of specialist equipment:</p> <p style="padding-left: 20px;">Pencil grips</p> <p style="padding-left: 20px;">Triangular pencils</p> <p style="padding-left: 20px;">Pens with different grips</p> <p>Ergonomic handwriting pens</p> <p style="padding-left: 20px;">Senso pens (pressure)</p> <p style="padding-left: 20px;">Coloured overlays</p> <p style="padding-left: 20px;">Lap weights</p> <p>Sloping boards for desks</p> <p style="padding-left: 20px;">Fiddle Tools</p> <p style="padding-left: 20px;">Wobble cushions</p> <p style="padding-left: 20px;">Sloped cushions</p> <p style="padding-left: 20px;">Chair bands</p> <p>Small group work to support fine motor skills and gross motor skills</p> <p>Activities to promote gross motor:</p> <p style="padding-left: 20px;">Balance boards</p> <p style="padding-left: 20px;">Trim trail</p> <p>Fine motor programmes:</p> <p style="padding-left: 20px;">Bubble Handwriting</p> <p style="padding-left: 20px;">Sensory Circuits</p>	<p>Individual work station</p> <p style="padding-left: 40px;">Social stories</p> <p>Targeted work from Occupational Therapy, Physiotherapy, &amp; School Nursing Team</p> <p>Individual support with self-care where appropriate</p> <p>Targeted work with Primary Behaviour Service (PBS)</p> <p>Targeted support from Child and Family Support Officer</p> <p style="padding-left: 40px;">Targeted support from ELSA</p>



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### Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning            Whole school behaviour policy – rewarded with certificates            Mental Health Team (School Staff)            School &amp; class rules            PSHE planned lessons using 1 Decision            Whole school assemblies            Talk Partners            Class visual timetable (where needed)            Enrichment Afternoons            Visual reward systems (100 Square)            House point system            School Value Certificates            Positive Certificates in Celebration Assembly            Emotion/social resources e.g. Worry Monster            Praise and high expectations for all children            Time out            Breakfast and After School Clubs            Snack Shack            Class Librarians, School Council, Upper School Librarians            Special Weeks e.g. Anti-Bullying Week, Children's Mental Health Week,</p>	<p>Individual reward system &amp; behaviour logs            Additional support at playtime (break time and lunchtime clubs)            Transition support            Bubble Time during lunchtime            Involvement from the Child and Family Support Officer            Timers &amp; stress relievers            Fiddle Tools</p>	<p>1:1 Emotional Literacy Programme (ELSA)            Individual work station            Individual social stories to teach specific social skills            Involvement or support from SENCo            Targeted work from – Primary Behaviour Support (PBS), CAMHS, Educational Psychology and Mental Health Support Team (MHST)            Lunchtime support in the Shared Area</p>