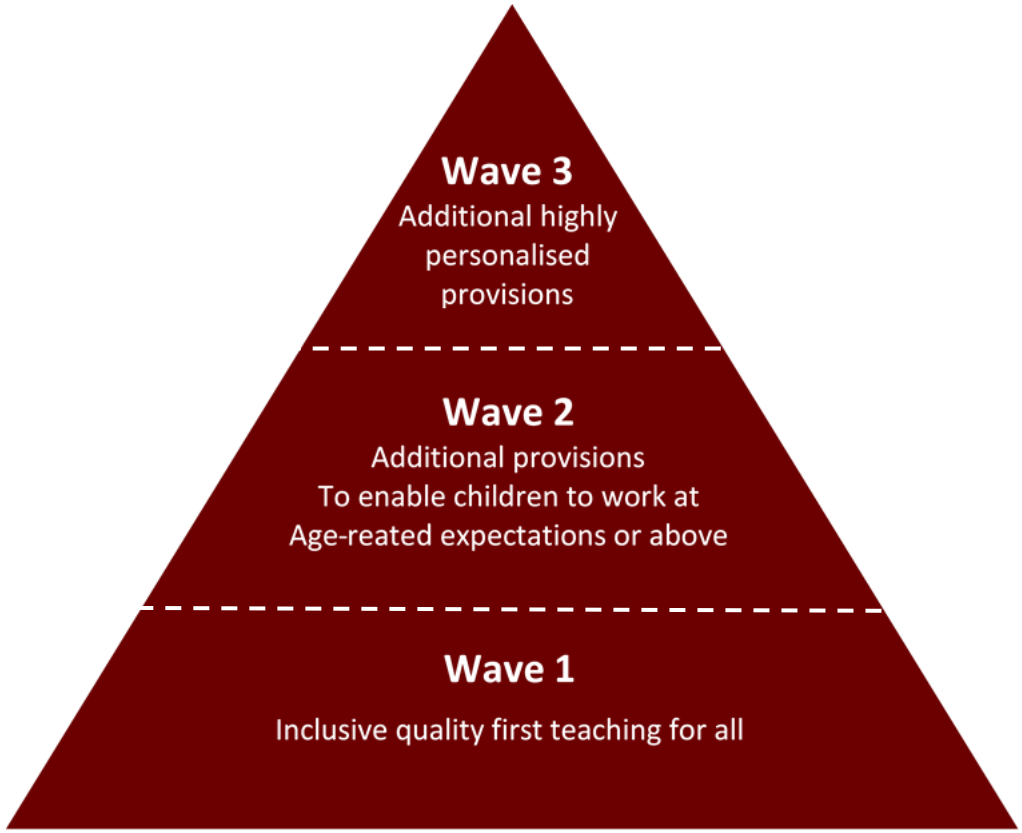
Cove Junior School's Provision Map

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.

Wave 1	Wave 2	Wave 3
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.	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.	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.

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

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment or a hearing impairment may require specialist support and equipment to access their learning. 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.	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. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

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Cognition and Learning		
Wave 1	**Wave 2**	**Wave 3**
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 Condition (ASC), 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 Learning by Questions (LbQ) to support maths curriculum	SPaG group (Spelling, Punctuation and Grammar) Paired Reading across year groups Small group support for maths, reading and writing in class Rapid Reading Groups IDL Literacy and Numeracy phonic skills consolidation during phonic / spelling sessions (Little Wandle) Precision Teaching Pre-teaching of vocabulary & new concepts Language Link Programme and Provisions Microsoft Dictate and Immersive Reader Times Table Rock Stars Learning by Questions (LbQ) to support maths Lunchtime Clubs to support home learning	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) Specialist SaLT from Elklan trained LSA Support from NHS SaLT Support from EMTAS (Ethnic Minority and Traveller Achievement Service) Salford Assessments for reading and comprehension Support from the Hampshire Specialist Teacher Advisory Services and Therapies

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

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

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Social, Emotional and Mental Health		
Wave 1	**Wave 2**	**Wave 3**
Differentiated curriculum planning Whole school behaviour policy – rewarded with certificates Mental Health Team (School Staff) School & class expectations 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 Reading Band Awards Positive Certificates in Celebration Assembly Emotion/social resources e.g. Worry Monster Praise and high expectations for all children Reflection Time 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,	Individual reward system & 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 & stress relievers Fiddle Tools Safeguarding Ambassadors to support a nurture group for peers	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 Support from school nursing (NHS)