

Alton Infant School Provision Map

This document explains how we support **all** children at Alton Infant School to '**be the best they can be**'. We follow the 'graduated approach' as required by the Special Educational Needs and Disabilities (SEND) Code of Practice (2015) to provide appropriate support for each level of need.

High Quality Inclusive Teaching (HQIT) – All children receive HQIT which ensures that learning is differentiated to their ability and developmental stage. Learning tasks, resources and adult support will be adapted for different groups of children to help them make progress and achieve the best outcomes. Examples of HQIT in our school include...

- Visual timetables, visual learning prompts, verbal instructions broken down to key words in clear steps
- Differentiated learning tasks for groups and individuals, 1:1 reading sessions, 'challenge' activities, targeted questioning, flexible grouping
- Consistent, numbered 'behaviour steps', sticker/ reward charts, class 'treat' activities
- Concrete/ visual resources accessible in classrooms, regular movement breaks, 'concentration stations', grooved pencils/ pencil grips

Standard Interventions – If assessment shows that further support is required, your child may participate in small group or 1:1 intervention programmes such as...

Year R	Year 1	Year 2
<ul style="list-style-type: none"> • Nuffield Early Language Intervention (NELI) • Language Link • Speech Articulation games (School's Therapy Resource Pack) • Listening & Attention, Expressive & Receptive Language games (School's Therapy Resource Pack) • EMTAS language sessions (for English as an Additional Language) • Targeted Phonics Teaching • Targeted 'tricky word' Teaching • Name Writing • Targeted Number Teaching • Emotional Literacy Support (ELS strategies) • ELSA sessions • Dough Gym • Fine Motor Skills (School's Therapy Resource Pack) • Gross Motor Skills (School's Therapy Resource Pack) 	<ul style="list-style-type: none"> • Language Link • Speech Articulation games (School's Therapy Resource Pack) • Listening & Attention, Expressive & Receptive Language games (School's Therapy Resource Pack) • EMTAS language sessions (for English as an Additional Language) • SIDNEY (Intervention for reading/ writing) • Reading Reflex (Intervention for reading/ spelling) • Five Minute Box (Literacy) • Targeted Phonics Teaching • Targeted Writing Teaching • Additional 1:1 Reading • Five Minute Box (Maths) • Targeted Maths Teaching • MyTy Maths • Emotional Literacy Support (ELS strategies) • ELSA sessions • Hand Gym/ Fine Motor Control • Handwriting 	<ul style="list-style-type: none"> • Language Link • Speech Articulation games (School's Therapy Resource Pack) • Listening & Attention, Expressive & Receptive Language games (School's Therapy Resource Pack) • EMTAS language sessions (for English as an Additional Language) • SIDNEY (Intervention for reading/ writing) • Reading Reflex (Intervention for reading/ spelling) • Targeted Phonics Teaching • Targeted Spelling Teaching • Five Minute Box (Literacy) • Additional 1:1 Reading • Targeted Maths Teaching • MyTy Maths • Five Minute Box (Maths) • Working Memory • Emotional Literacy Support (ELS strategies) • ELSA sessions • Hand Gym/ Fine Motor Control • Handwriting

SEND Support – If assessment shows that HQIT and standard intervention programmes are not adequately meeting your child's needs, it may be decided that s/he requires special educational provision. This will be 'different from and additional to' the HQIT and interventions available to others. This may include a referral for support from external agencies. Your child's teacher will involve you in creating a Personal Plan detailing your child's needs and the provision we will make for them. This personalised provision may include an intervention programme listed above in addition to...

Communication and Interaction (C&I) needs:

- referral to Speech & Language Therapy, personalised 1:1 speech and language therapy
- use of some Makaton signs and/ or visual communication cards within the classroom
- Now/ Next system to complete learning tasks
- Lego Therapy group
- Social Use of Language programme
- Play Therapy
- Social stories
- Individualised Language Link programme
- referral to Educational Psychology
- referral to CAMHS (assessment for Autism Spectrum Disorder)
- own work station/ TEACCH system

Cognition and Learning (C&L) needs:

- referral to Educational Psychology for assessment of cognitive strengths and needs
- individualised learning tasks/ TEACCH system
- specialised resources, e.g. reading overlays
- continued 1:1 interventions

Social, Emotional and Mental Health (SEMH) needs:

- referral to Educational Psychology or Primary Behaviour Support
- THRIVE programme
- Now/ Next system to complete learning tasks
- Individualised reward/ consequence system
- own 'calm down' area/ box of resources
- Individualised ELSA strategies
- Social stories

Sensory and/or Physical (S/P) needs:

- referral to Occupational Therapy or Physiotherapy
- personalised 1:1 occupational therapy/ physiotherapy programme
- referral to school nurse
- personalised, supported toileting plan
- referral to Specialist Teacher Advisory Services for: Physically Disabled/ Visually/ Hearing Impaired
- adaptations to the school environment
- sensory circuits
- sensory resources used in class, e.g. wobble cushion, fiddle tools, resistance bands, weighted cushion
- specialist resources for class, e.g. writing slope

Education, Health and Care Plan (EHCP) – If a child has complex SEND which requires a continuous, high level of support, parents and school may decide to request an EHCP from the Local Authority. The EHCP assessment process takes at least 5 months to complete. An EHCP can be used to facilitate full time 1:1 adult support or provide the opportunity to access specialist schools or resourced provision classes within mainstream schools.