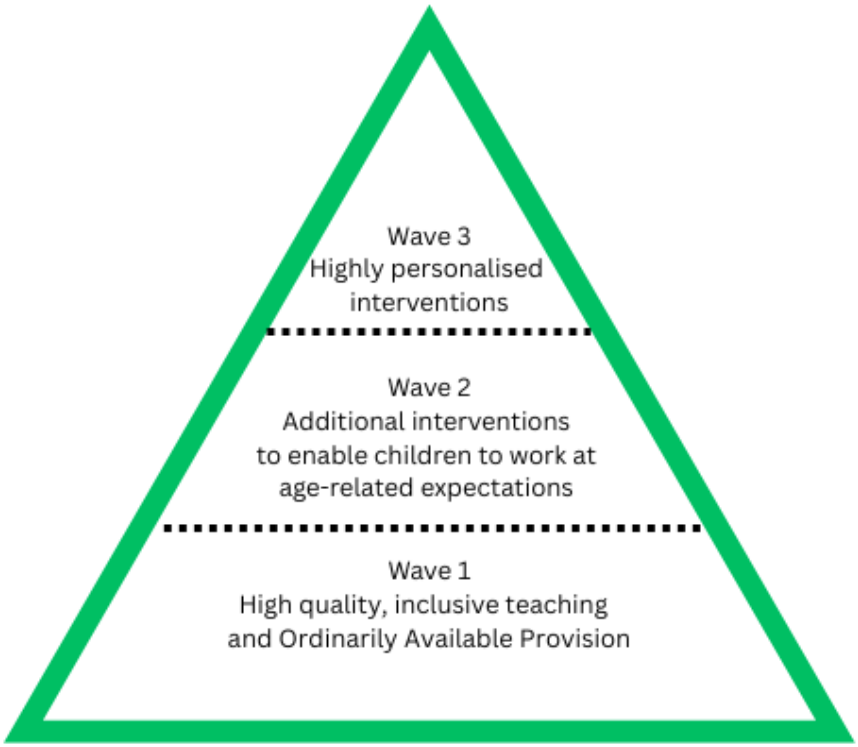
Tatsfield Primary School

Aim High, Achieve More

Tatsfield Primary School Whole School Provision

This document describes the waves of support, High Quality Teaching, Ordinarily Available Provision and within that the reasonable adjustments, resources and approaches the school can make to support all children at Tatsfield Primary School.

The 3 Waves of Support:



Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. This is for children who have an EHCP however some children at wave 2 may also receive some of these interventions.

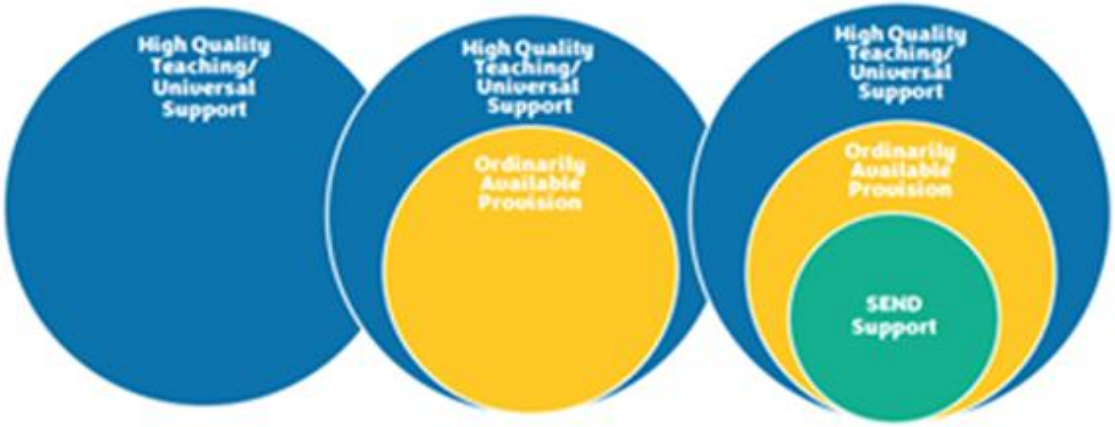
Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Children will access interventions appropriate to their need, if necessary will be added to SEND register.

Wave 1 describes the universal support through high-quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment as well as accessing a wide range of resources. This also includes Ordinarily Available Provision (OAP).

What is High Quality Teaching and Ordinarily Available Provision?
High Quality Teaching is the practice that informs planning and delivery for all pupils, making learning accessible.

Ordinarily Available Provision is guidance from Surrey that provides strategies, adjustments and resources within High Quality Teaching to meet the diverse needs of children. The OAP document from Surrey includes further resources, advice and support from external agencies that teachers can use to support the children in their classes.

This document includes strategies, approaches and adjustments that can be used to support children through High Quality Teaching and Ordinarily Available Provision. High Quality Teaching at Tatsfield is organised into the following areas: curriculum, staffing and environment within the four broad areas of need.



What does Ordinarily Available Provision look like at Tatsfield?

Cognition and Learning

Whole school approach

- Whole school staff awareness of the principles of assessment through teaching and evidence-based approaches to intervention
- Review of Behaviour Policies (e.g. adopt a 'Belonging Policy' that considers children who often receive sanctions
- Assessment for Learning formative assessment

Communication and Interaction

Whole school approach

- Whole school awareness and understanding of communication and interaction needs.
- Whole school audit of skills and training needs in relation to communication and interaction.
- Whole school CPD plan around communication and interaction.

Sensory and Physical

Whole school approach

- Accessibility Plan in place with clear identified actions and reviewed accordingly
- Reasonable adjustments are made according to individual needs and the environment promotes independence. For example - the provision of threshold ramps, small ramps, handrails, grab rails, evac chairs, relocation of classes / ground floor timetabling if possible.
- Bathrooms are accessible. Taps, soap, paper towels, and bins for period products, are accessible to all pupils. Other medical waste bins accessible, as appropriate.
- All staff are aware of individual students' sensory/ physical disability and potential implications in the teaching and learning environment.
- The environment is managed so that all children can access communication, learning in all activities, which includes the sharing of information, seating, minimal distractions.
- Staff are aware that a sensory or physical disability can impact language and social interaction.
- Staff encourage children to wear sensory equipment and use physical aids and help ensure equipment is working.
- Staff check in with children to ensure instructions are understood.
- Staff receive training in sensory awareness.
- Tips to be deaf friendly | Communicating with deaf children (ndcs.org.uk)

Social and Emotional Mental Health

Whole school approach

• Partnership working with the child and their family that allow regular opportunities to reflect on and plan for child's wellbeing and behaviour.
• A Mental Health Policy underpinned by an inclusive ethos and values with clearly communicated expectations around behaviour and engagement.
• Use of whole school approaches to promote wellbeing and resilience.
• Training on building and maintaining relational approaches in schools for all staff.
    - Training on emotion coach for all staff.
• Training on Adverse childhood Experiences (ACEs), and attachment for all staff
• Imbed restorative approaches to build, maintain and repair relationships.
• Anti-bullying work, Keeping children safe in education - GOV.UK
• Curriculum design, PSHE, and circle time provide explicit opportunities to discuss and negotiate rules and routines, that keep us safe, build self-esteem, and develop social and emotional skills for all children.
• Develop attachment aware strategies (training available from the Virtual School and Educational Psychology Service).
• Small team of key adults identified and available for children who need them.
• Reasonable adjustments for SEMH – refer the reasonable adjustments section

Full details of the scenarios and advice from the Surrey Ordinarily Available Provision Guidance can be found here: Ordinarily available provision schools' guide

Wave 1 (including High Quality Teaching, Universal support and Ordinarily Available Provision)

Universal Inclusive Teaching Principles across each of the 4 broad areas of need:

- High expectations for all pupils
- Visual support and scaffolding
- Explicit instruction
- Retrieval practice
- Chunking information
- Modelling
- Checking understanding
- Positive relationships
- Adaptive teaching
- Reasonable adjustments

Children will have a Pupil Passport to show Ordinarily Available Provision for strategies and support where necessary.

Wave 1 Cognition and Learning

Curriculum

- Adaptive teaching approaches across the curriculum
- Highly focused lesson design with sharp objectives and challenging learning experiences
- Links to prior learning explicitly made
- Pre-teaching and explicit teaching of vocabulary and key concepts
- Support with executive functioning including: task initiation support, organisational checklists and scaffolding
- Memory aids including whiteboards/magpie (ideas) books to support short-term memory
- Multisensory teaching using a variety of teaching styles and approaches (visual, auditory, and kinaesthetic) e.g. models, images, story maps, action rhymes, Talk for Writing
- Diagrams and pictures to add meaning alongside text and for learning new vocabulary
- Memory supported by explicit demonstration and modelling of memory techniques e.g. teach the effective use of jottings and diary use
- Children are encouraged to talk through what they are doing (metacognition) both individually and in groups
- Children are clear what is expected through use of 'WAGOLL' (what a good one looks like) or examples
- Classroom assistants to record whole class instructions and give to individuals who need to hear them several times
- Offer additional thinking time to formulate responses and act upon instructions; to support this, warning of the question/response and expectation of cold calling

- Offer short, personalised instructions presented sequentially alongside visual task planners
- Clear lesson structure with learning objectives presented orally and visually
- Mini plenaries throughout the lesson to consolidate and advance learning
- As part of lesson plenaries include a retrieval practice activity such as brain dump
- 'Next steps' for learning derived from what the pupil can already do, referring to earlier stages when necessary
- Pre and post teaching across the curriculum

Staffing

- High demands of pupil involvement, engagement and interaction with their learning for all children
- Range of groupings within the class including some random pairing activities
- Appropriate use of teacher questioning, modelling, and explaining
- Revision sessions to revise and consolidate what has been learned (e.g. phonics catch up)
- Expectations shared explicitly though giving instructions in small chunks with visual cues, encouraging eye contact and checking understanding. Pupil to repeat back what they need to do
- Communicate in a calm, clear manner by facing children when speaking. Gain the children's attention before giving instructions by using the child's name first.
- Relationships built, connecting with children first thing, showing an interest in them.
- Anticipate barriers and plan to address them
- Encourage risk-taking and children to accept responsibility for their own learning and work independently
- Plan learning so all pupils access the same ambitious curriculum, with appropriate scaffolds and challenge
- Regular tracking of pupil progress used to inform planning
- Regular use of encouragement and authentic specific praise to engage and motivate children. Five positive comments to one negative
- Classroom assistants planned for and used to maximize learning

Environment

- Use visual supports to aid recall. This can be in the form of word webs, picture cues, visual task timelines, story maps, graphic organisers, checklists/task lists with visual cues
- Text presented clearly – uncluttered, using bullet points and a clear font
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. Children at their table with resources ready during the lesson introduction to limit interruptions

- Children given a demonstration of what is expected including the use of worked and partially worked examples
- Varied seating arrangements to suit needs
- Access to a quiet, distraction-free environment
- Working walls/Learning journey display with key vocabulary
- Classroom well organized and labelled (with picture symbols)
- Learning aids/resources accessible use of consistent symbols and colour coding
- Learning aids/resources available e.g. dictionaries, number lines, literacy mats, whiteboards, voice recording devices such as talking tins, sound buttons, dictionaries, thesauruses, Numicon, number lines, times table grids, phonics mats/posters, individual whiteboards

Wave 1 Communication and Interaction

Staffing

- Photographs of staff and children displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Children aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil's name or agreed cue used to gain individual's attention – and before giving instructions
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- Children are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking partners or similar used to encourage responses
- TAs used effectively to explain and support children to ask and answer questions
- Minimise use of abstract language
- Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school
- Small group and1:1 opportunities to develop social skills
- A planned exit strategy and identified adult support are available when a pupil needs to leave the classroom
- Social stories written for specific areas of difficulty
- Check-ins
- Develop a place for the pupil to share their thoughts so that they can be addressed at an appropriate time e.g. use of a class worry box, teardrop or a journal
- Autism-Friendly Classroom Adjustments e.g. predictable classroom routines, clear visual schedules, processing times

Environment

- Children's names/agreed cues used to gain attention before instructions
- System of visual feedback given to see if something has been understood
- Varied seating arrangements to suit needs; consider whether children with speech & communication needs can see visual prompts and the teacher; access to quiet distraction free workstation
- Physical use of body language to reinforce messages/instructions
- Photographs of children/adults used in classrooms when needed
- Widget symbolled resources e.g. communication boards

Wave 1 Sensory and or Physical

Curriculum

- Minimise copying from the board – individual copies/stickers provided if necessary
- Activities and listening interspersed with breaks e.g. Mind-Up, brain breaks, movement breaks
- Opportunities to develop gross and fine motor skills including write/mark make on a larger scale
- Provide sensory experiences/opportunities - heavy lifting, textures, regulation toolkits
- Chair yoga

Staffing

- Include large gross motor gestures/actions as a support for remembering key content information or subject specific vocabulary
- Approaches such as 'Talk for Writing' lend themselves to this
- Avoid standing in front of windows as it makes faces difficult to see/read Environment
- IWB and worksheets – Appropriate font/background. Text presented clearly.
- Offer larger lines/squares to write in
- Equipment, programs and resources as recommended by the Sensory Support Team, ophthalmologist, VI team, the occupational or physiotherapy services
- Enlarged copies of texts – size determined by pupil and sensory support team/ophthalmologist
- Resources given such as fiddle toy, writing slope, movin' sit cushion, pencil grip etc.
- Classroom layout set up carefully to consider learning styles and age appropriately
- Individual seating and groupings considered carefully e.g. left/right-handed, vision, hearing, concentration, distractions, speech etc.
- Classroom furniture, trays, cloakroom place clear and accessible.
- Use of Assistive Technology e.g. typing, voice-processing, enlarged texts, immersive reader
- Children able to leave lessons early or late to avoid crowds
- Use of a buddy
- Uniform adaptations – tucking in shirt, seams on socks, bare feet on hall floor

Environment:

- Sensory circuits
- Movement breaks
- Individual sensory diets
- Alternative seating options
- Ear defenders
- Safe sensory spaces
- Regulation toolkits

Wave 1 Social Emotional and Mental Health

Curriculum

- Teach different emotions explicitly through Zones of Regulation, MindUp and PSHE
- Introduce a high range of emotional vocabulary at each stage
- Teach the children that each emotion is natural, and we all feel them, however, our reactions and behaviours when we feel emotions may result in negative consequences
- Teach self-awareness and monitoring
- Review 'how their body feels' and 'what they do' (actions/behaviours) when feeling each stage. This will then lead to 'how can I help myself' and 'how can others help me'
- Teach that emotions are on a sliding scale, you do not have to get to a 5 to reset
- Teach self-regulation and introduce different tools and strategies

Staffing

- Ensure that all basic needs are met
- Emotional check-ins offered to all children
- Work in collaboration with previous teachers, classroom assistants, SLT, headteacher and SENDCo
- Work in partnership with parents
- Work in partnership with the child: connection over correction, curiosity before consequence
- Co-regulation strategies
- Explicitly structured day including the use of a visual timeline and display the expectations for the day
- Alert children to changes in routine/absence and if necessary, make alternative arrangements for children
- Clear and consistent expectations and boundaries for behaviour. Use visual prompts to support e.g. stop, wait, finished
- Support for organisation and transitions through use of timelines, time countdowns/timer, diary, equipment etc.
- Use of predictable cues e.g. eye contact, names, routines, repeated phrases
- Task slicing: Break larger tasks into smaller, manageable steps
- Offer small achievable tasks and allow the child to see what 'finished' looks like for them
- Address the pupil's learning needs through small group work where possible
- Ensure that lessons are appropriately differentiated to include several opportunities for success. Success criteria applied through a checklist so that the pupil will recognise when they have done well
- Offer controlled choices
- Give responsibility for tasks e.g. job cards could be written for group work to ensure all children are clear on their role
- Use of concrete and structured situations to reduce anxiety. Ensure routines are in place and well-rehearsed. If child displays more anxiety offer routine games or class activity (e.g. rote counting or tidying bookshelf) where interaction is not required adaptations are made

- When approaching a new learning activity/approach support the pupil to identify the skills and strengths that they already have that they can bring to the task
- Offer the pupil positions of responsibility to develop a feeling of self-worth
- Demonstrate that the pupil is held in mind by showing a genuine interest and connection by showing pupils that adults remember and value them: 'I was thinking about you when…'
- Labeling and validating emotions through curious language: 'I wonder if you are feeling…'
- Encourage the pupil to seek help from adults including a symbol/coloured-coded system for the child to ask for help discretely
- Openly acknowledge and model that it is okay to make mistakes
- Develop a place for the pupil to note their feelings so that they can be addressed at an appropriate time e.g. use of a class comment box, teardrop or a journal
- Incorporate whole class relaxation sessions including yoga and mindfulness activities
- Support the pupil to develop a personalised daily diary of accomplishments and encourage positive mindset by supporting the pupil to develop positive self-talk, self-care, a personalised daily diary of accomplishments and use of positive affirmations
- Direct coaching of social interactions e.g. please, thank you, sorry etc.
- Use board games to help develop shared control and enjoyment
- Use a peer buddy to model new activities and offer pre-teaching to make the unfamiliar feel familiar
- Praise given in a variety of ways – tailored to the children's needs
- Calm voice, or voice modulation as needed
- Model appropriate behaviours
- Offer an emotion coaching approach and restorative approach to repair situations
- Use of movement and brain breaks/breathing strategies
- Graduated responses to emotionally based school avoidance

Environment

- Calm corner available in classrooms
- Classroom and communal areas displays/visuals including Zones of Regulation
- Clear exit strategy/route and safe space
- Distraction-free interaction areas/times for 1:1
- Alternative seating if necessary

Wave 2 (in addition to Wave 1) Cognition and Learning

- Support from external agencies:
- Specialist Teachers in Inclusive Practice (STIPs)
- Individual Provision Map if on SEND register

Maths interventions:

- Dynamo Maths
- Power of Two

Literacy interventions:

- Literacy for All
- Touch Typing
- Toe by Toe
- Phonics
- Lexia

Wave 2 (in addition to Wave 1) Communication and Interaction

- Support from external agencies:
- Surrey SALT
- Woodlands Outreach
- Individual Learning Plan if on SEND register
- Speech and Language sessions

Wave 2 (in addition to Wave 1) Physical and Sensory

- Individual Provision Map if on SEND register
- OT resource pack activities
- Touch typing skills to develop alternative methods of recording

Wave 2 (in addition to Wave 1) Social, Mental and Emotional Health

- Individual Learning Plan if on SEND register
- Individual behaviour plan
- Social skills group – Socially Speaking/Time to Talk/Blacksheep Press – Talking About Friends/Talking About Classroom Behaviour/Talking About
- Zones of Regulation 1:1

- SENDCo time 1:1
- Drawing and Talking
- Mindworks
- ELSA (Emotional Literacy Support Assistant)
- Play Therapy
- Timetable adaptions

Wave 3 (in addition to Wave 1 and 2) Cognition and Learning

- Additional adult support may be implemented where assessment indicates it is necessary to meet identified needs
- Support from external agencies:
- Fischer Family Trust Literacy Support
- EP
- LLS
- GP
- Paediatrician

Wave 3 (in addition to Wave 1 and 2) Communication and Interaction

- Support from external agencies:
- EP
- LLS
- SALT
- ASD outreach (Woodlands school)
- BS
- GP/Paediatrician/HV

Wave 3 (in addition to Wave 1 and 2) Physical and Sensory

- Specific equipment e.g.therapy ball
- Occupational Therapy programme (1:1 sensory circuits if appropriate)
- Support from external agencies:
- EP
- PSS
- OT
- Physiotherapist

Wave 3 (in addition to Wave 1 and 2) Social, Mental and Emotional Health

- Support from external agencies:
- EP
- BS
- Exclusion and reintegration
- CAMHS/Mindworks
- GP

- Paediatrician
- HV
- Social Care
- Surrey Family Support Team
- Community Police
- EWO
- ASD outreach (Woodlands School)
- Surrey Young Carers

The role of SENCo

"WHAT IS A SENCo?"

SENCO stands for "Special Educational Needs Co-ordinator". A SENCo is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCo.

"WHAT DOES A SENCo DO?"

The SENCo will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them. The SENCo has responsibility for requesting the involvement of an Educational Psychologist and other external services. This also includes general SEND assessments, administration and parental support.

The SENCo should have the support of the head teacher and other teachers to try and develop effective ways of overcoming barriers to a child's learning and ensuring that they receive effective teaching through assessing the child's needs and setting targets for improvement. SENCos must also collaborate with curriculum co-ordinators at the school to make sure that the learning requirements of all children with SEND are given equal emphasis and priority.

A SENCo will work with the teacher to consider the child's needs, and will take the lead role in getting further assessment of a child where necessary, by contacting the LA. They normally will be responsible for making a request of the LA for an EHC Assessment which may result in an Educational Health and Care Plan.

Guide to acronyms

ASD	Autistic Spectrum Disorder
STIPS	Specialist Teachers for Inclusive Practice
CAMHS	Child and Adolescent Mental Health Service
ELKLAN	Training delivered by speech and language therapists to educate staff to enable them to be more effective in their support of children with speech, language and communication needs
ELS	Early Literacy Support
EP	Educational Psychologist
EIO	Education Inclusion Officer
HI	Hearing Impairment
HV	Health Visitor
ICT	Information and Communication Technology
IWB	Interactive White Board
OT	Occupational Therapy
PSS	Physical and Sensory Support
SALT	Speech and language Therapy
SEAL	Social and Emotional Aspects of Learning (teaching resources)
SENCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant
VI	Visual Impairment