

## Whole School Provision Map

Developed in line with the Surrey Profiles of Need

Note: Covid-secure measures may affect the delivery of some of our provision

<p><b>Universal</b></p>	<p>High Quality Teaching is central to our ethos at Furze Primary School. All of our class teachers are graduates with qualified teacher status. Children are given the best possible opportunities for learning in whole class and group situations through work that is planned to match the children's abilities with the appropriate amount of challenge. Outdoor learning, including Forest School, is a key element of our provision across all subject areas. There is a strong emphasis on Assessment for Learning. Child Initiated Learning is also planned throughout the school so that children can develop their learning through their own interests and independence. Children's progress is tracked and monitored termly with the Senior Leadership Team. Children's emotional wellbeing is of paramount importance and is also monitored termly. Staff receive relevant training to meet the needs of our learners. We have a full-time Home-School Link Worker (HSLW).</p> <p><b>Early Years Provision (Reception)</b> includes: differentiated Read, Write Inc. literacy programme and number inputs, detailed observations of pupils by teachers and teaching assistants.</p> <p><b>Key Stage One Provision (Year 1-2)</b> includes: differentiated lessons, Read, Write Inc. groups and guided reading groups supported by teachers and teaching assistants. Differentiated spellings in Y2.</p> <p><b>Key Stage Two Provision (Year 3-6)</b> includes: differentiated lessons, Maths sets in each year, differentiated Maths Accuracy lessons (Y3)/ Maths Accuracy sets (Y4-6), differentiated English Accuracy lessons (Y3-4)/ English Accuracy sets (Y5-6), differentiated spellings and differentiated guided reading groups supported by teachers and teaching assistants.</p>
<p><b>School SEND Support</b></p>	<p>In line with the Code of Practice (2015), the majority of children with SEND will have their needs met through school provision which adapts to meet individual need. Some children require short-term, specific learning sessions. We have teaching assistants who are trained in the Precision Teaching to deliver time-bonded interventions. The support is provided by the teacher or teaching assistant and is detailed on the child's Individual Support Plan. Our ELKLAN- trained teaching assistants and teacher deliver speech and language support. Our Emotional Literacy Support Assistant (ELSA) works in our Nurture Room to provide a range of interventions. Where appropriate, outside agencies are involved in providing advice and recommending strategies.</p>

	<p>Our provision may include, but is not limited to:</p> <p>Communication and interaction support:</p> <ul style="list-style-type: none"> <li>• Early Years’ Speech and Language Therapy Resource Pack screening and resources</li> <li>• Every Child a Talker (ECAT) Speech, Language &amp; Communication support (Early Years and Key Stage 1)</li> <li>• Assessment of key language skills followed by individual support</li> <li>• Colourful Semantics</li> <li>• Alternative forms of communication including Makaton, Communicate in Print (Widgit)</li> </ul> <p>Cognition and learning support:</p> <ul style="list-style-type: none"> <li>• Lucid Rapid – dyslexia screening and recommended strategies</li> <li>• ‘Toe by Toe’ reading intervention</li> <li>• Additional individual or small group phonics and writing intervention: <ul style="list-style-type: none"> <li>- Read Write Inc. (Reception - Year 4)</li> <li>- Fresh Start (Year 5-6)</li> </ul> </li> <li>• Additional reading group or individual daily reading</li> <li>• ‘Plus 1’ and ‘Power of 2’ maths intervention</li> <li>• Additional Maths group or individual maths intervention</li> <li>• Individual tuition (home, school or online)</li> </ul> <p>Social, emotional and mental health support:</p> <ul style="list-style-type: none"> <li>• Emotional and social support through Forest Schools and Ecology Crew</li> <li>• Nurture Room interventions including working with our ELSA or Sparkfish Charity Worker. Nurture programmes include: <ul style="list-style-type: none"> <li>- social skills group</li> <li>- individual feelings, self-esteem and draw and talk programmes</li> </ul> </li> <li>• Behaviour plan</li> <li>• Individual timetable</li> </ul> <p>Physical and sensory support:</p> <ul style="list-style-type: none"> <li>• Occupational Therapy Resource Pack screening and resources</li> <li>• Fine motor skills groups</li> <li>• Additional handwriting support</li> <li>• ‘Write From The Start’ programme</li> <li>• ‘Speed-Up’ handwriting programme</li> <li>• Touch-typing skills using ‘2 Type’ programme</li> <li>• Sensory/ movement breaks support</li> </ul>
<p><b>Specialist SEND Support</b></p>	<p>Where a child continues to make less than expected progress, despite evidence- based support and interventions highlighted in School SEND Support, we may consider making referrals and seeking specialist support from multi-agency professionals.</p> <p>Precision Teaching may be used to deliver individual provision.</p> <p>The provision includes:</p> <ul style="list-style-type: none"> <li>• Speech and Language block therapy/ modelling sessions (qualified S.C.C. therapist or therapy assistant)</li> <li>• Specialist Teachers for Inclusive Practice (STIP) for Learning and Language Support or Behaviour Support. This may include observation, assessment and recommendations. This may include the STIP Behaviour Support Reintegration Assistant (BSRA).</li> <li>• Support recommended by CAMHS or Learning Space</li> </ul>

	<ul style="list-style-type: none"> <li>• Child Wellbeing Practitioner (CWP) assessment and sessions.</li> <li>• Educational Psychology advice</li> <li>• Outreach support from Specialist schools including. Woodfield (for Learning advice), Linden Bridge (for ASD advice)</li> <li>• Occupational Therapy programme/ block therapy</li> <li>• Physiotherapy advice/ exercises</li> <li>• Physical and Sensory Support service (PSS)</li> <li>• Moving and Handling Advisor visit/ recommendations</li> </ul>
<b>Statutory assessment</b>	<p>Where, despite relevant and purposeful action has been taken to identify, assess and meet the SEND of the child, the child has not made expected progress with the involvement of multi-agency professionals, the school or parents can consider requesting a statutory assessment.</p> <p>We support the child through the provision as stated in their EHCP.</p> <p>We have a Specialist Centre called 'Ocean' for identified children with an EHCP who have Learning and Additional Needs (LAN), placed by Surrey SEND Admissions.</p>