



Glendale Infant School Whole School Provision Map

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

Quality First Teaching/ Universal Provision	Providing high quality teaching and learning experiences as part of a broad and rich curriculum which engages children in a range of differentiated activities and experiences to develop their skills and knowledge.
Targeted Provision	Some children require additional support within school. This may be provided by school staff within small groups or a 1:1 basis who complete half termly interventions, recording start and end points. This may also involve observations and assessments from outside professionals.
Higher Needs Provision	Some children require support which is personalised to their specific, complex, and often severe, difficulties. Advice will also often be sought from outside agencies.

Quality First Teaching/ Universal Provision	Targeted Provision	Higher Needs Provision
<ul style="list-style-type: none"> • Provision is planned based on assessment • High quality language provision and talk with the children • Adequate thinking time or support given for children to answer questions • Talk partners • Tasks clearly explained and modelled 	<ul style="list-style-type: none"> • Small group work – baseline and end assessment completed, specific and measurable focus • Specific interventions including; precision teaching, plus one, accelerating reading programme, Read Write Inc. 	<ul style="list-style-type: none"> • Education, Health and Care Plan assessment • Personalised curriculum • Personalised timetable • Half termly Graduated Action Plans • Advice from external professionals e.g. Specialist Teaching Service, Educational Psychologists, Significant Adult Provision

<ul style="list-style-type: none"> • Visuals used to explain where required • Working walls on display to assist children with their learning and develop independence • New vocabulary explained at the start of topics and displayed for future reference • Relevant resources accessible to all children such as Numicon, number lines, word banks • Variety of recording methods used such as discussion books, drawing, writing, recording • Classroom organisation promotes learning e.g. uncluttered, tidy, labelled, resources accessible independently • School staff listen to parent feed back and respond to it appropriately • WALT and WILF made clear in lessons • Transition into the next year group/ school planned for • All children included in activities/trips • Each child greeted by their class teacher/ teaching assistant as they enter school • Whole school behaviour policy • Sensory needs supported by ear defenders, chew toys, fiddle toys etc. • Highly trained teachers and support staff regarding SEND • Teaching of routines and expectations • High expectations of all pupils • Culture and ethos which values and welcomes everyone 	<ul style="list-style-type: none"> • Adjustments to learning space environment e.g. individual workstations, safe spaces within the classroom • Pastoral support • Individual behaviour plans and strategies • Advice and guidance from outside professionals e.g. Specialist Teaching Service, Educational Psychologists, Significant Adult Provision • Learning mentor input • Half termly Graduated Action Plan • Termly SENDCo check in with parents • Communication books with parents 	<ul style="list-style-type: none"> • Individual sessions with specialists • Annual reviews • 1:1 support for prolonged time periods • Reduced timetables • Enhanced transitions • Termly SENDCo check in with parents • Professionals meeting • Pastoral Support Plan • Risk Assessment • Positive Intervention Plan
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