



# Ashbrook Infant and Nursery School

## Provision Map 2024-2025

Our provision map shows the special educational needs provision which may be available to a child at our school. It gives a broad overview of the range of support we offer our children as and when appropriate. We work in partnership with a range of outside agencies and parents and carers to ensure that support is targeted and best meets the learning needs of each individual child.

We recognise that some children need very short periods of support and that a few children may need longer term support to enable them to learn to the very best of their ability.

### The support we offer covers four broad areas of need:

<p><b>Communication and Interaction</b></p> <p>Children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p><i>This includes children with Autistic Spectrum Disorder(ASD)</i></p>	<p><b>Cognition and Learning</b></p> <p>Children with learning difficulties will learn at a slower pace than their peers, even when appropriate help and support is given to them in the classroom.</p> <p><i>This includes children with moderate, severe or multiple learning difficulties. Some learning difficulties are specific e.g. dyslexia, dyscalculia and dyspraxia.</i></p>
<p><b>Social, Emotional and Mental Health</b></p> <p>Children may experience a wide range of social and emotional difficulties which may show themselves in many ways. A child may be withdrawn or isolated. A child may display challenging behaviour requiring bespoke support.</p> <p><i>This includes children with Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Attachment and Trauma</i></p>	<p><b>Sensory and Physical</b></p> <p>Some children have a disability which stops them or makes it hard for them to use regular educational resources and facilities. They need specialist support or/and equipment.</p> <p><i>This includes children with Visual Impairment (VI), Hearing Impairment (HI) and multi-sensory impairment (MSI)</i></p>

### We support our children at three levels:

#### Wave 1



ALL children receive Quality First Teaching. This is our core provision.

#### Wave 2



SOME children need targeted additional support.

#### Wave 3



A FEW children need personalised and/or specialist enhanced support.

Area of Need	All pupils where appropriate Wave 1	Targeted Support Wave 2	Personalised/SEND support Wave 3
Communication And Interaction	<ul style="list-style-type: none"> <li>Differentiated curriculum (planning, activities, delivery and/or outcome)</li> <li>Visual timetable</li> <li>General TA support in class</li> <li>Clear and regular structures throughout the day</li> <li>Open Door Policy, creating positive partnerships with parents</li> </ul>	<ul style="list-style-type: none"> <li>Makaton signs and symbols</li> <li>Confident Communicators (EYFS)</li> <li>Time to Talk—group programme</li> <li>Additional time with adults to support development of speech sounds and sentences through modelling speech</li> <li>Communication through Class Dojo with parents</li> </ul>	<ul style="list-style-type: none"> <li>Picture Exchange Communication System (PECS)/Signs and Symbols environment</li> <li>Speech and Language Therapy Support</li> <li>Inclusion Support Advisory Service</li> <li>Educational Psychology support</li> <li>Personal/individual work spaces</li> <li>Funded support—Inclusion Funding or EHCP</li> <li>Catch up meetings with parents</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>Culture of high expectations</li> <li>Pupil progress dialogue meetings</li> <li>Assessment for Learning</li> <li>Focus on CoEL in EYFS</li> <li>Quality First Teaching</li> <li>TA support</li> <li>Timely interventions</li> <li>Differentiated curriculum (planning, activities, delivery and/or outcome)</li> <li>Visual timetable as required</li> <li>Book Talk—guided reading</li> <li>Effective verbal feedback</li> <li>Open Door Policy, creating positive partnerships with parents</li> </ul>	<ul style="list-style-type: none"> <li>Monster Phonics Catch up</li> <li>Action Words (sight vocabulary programme)</li> <li>Precision Teaching</li> <li>Small group support (TA) - reading, spelling, maths</li> <li>White Rose Maths Catch up</li> <li>Audio/Visual memory activities</li> <li>Communication through Class Dojo with parents</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion Support Advisory service</li> <li>Educational Psychology support</li> <li>1-1 reading volunteer support</li> <li>Funded support—Inclusion Funding or EHCP</li> <li>Personal/individual work spaces</li> <li>Catch up meetings with parents</li> </ul>

Area of Need	All pupils where appropriate Wave 1	Targeted Support Wave 2	Personalised/SEND support Wave 3
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Whole school relationship and behaviour policy</li> <li>• Calm adult consistencies across the school (all staff)</li> <li>• Book award system</li> <li>• PHSE Matters Derbyshire Scheme</li> <li>• Flexible teaching arrangements</li> <li>• Open Door Policy, creating positive partnerships with parents</li> <li>• Yoga and Mindfulness</li> <li>• Reflection spaces in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• 1-1 emotional support from senior leaders or nurture trained staff</li> <li>• Behaviour Support Plans</li> <li>• Communication through Class Dojo with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Support Advisory Service</li> <li>• Educational Psychology support</li> <li>• Risk Assessments</li> <li>• Lunch Club to support children who find the dining hall a challenge</li> <li>• Support for parents to access additional support</li> <li>• Funded support—Inclusion Fund or EHCP</li> <li>• Catch up meetings with parents</li> </ul>
Sensory and/or Physical needs	<ul style="list-style-type: none"> <li>• Staff awareness of range of physical needs</li> <li>• Physical Education provision accessible and adapted for all</li> <li>• Adapted equipment—cutlery, pencils, scissors when needed</li> <li>• “Sensory boxes”/Chewellery to support sensory regulation</li> <li>• Access to appropriate IT hardware and software when required</li> <li>• Medical needs/conditions understood by staff</li> <li>• Open Door Policy, creating positive partnerships with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Literacy activities</li> <li>• Risk assessments for PE if needed</li> <li>• Every Child A Mover ( R )</li> <li>• Balancability training</li> <li>• Communication through Class Dojo with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion Advisory Support Service</li> <li>• Support for Physiotherapy and Occupational Therapy referrals</li> <li>• Specialist equipment provision</li> <li>• Risk assessments for access</li> <li>• Building adaptations</li> <li>• Therapeutic programmes delivered 1-1 as required</li> <li>• Funded support—Inclusion Funding or EHCP</li> <li>• Personal and intimate care support</li> <li>• Catch up meetings with parents</li> </ul>