

## PROVISION MAPPING

Folly Hill Infant School

Special Educational Needs Co-ordinator (SENCo)- Ali Stone

SEN governor- Joan Maynard

### **Wave 1- the entitlement for every child**

“Our curriculum is everything that happens in school and reflects the schools aims, values and hence everything that happens in school or through school is part of our curriculum. It goes beyond the statutory national curriculum and we provide a nurturing environment in which all children can experience the joy of learning so that they become lifelong learners and responsible citizens.”

### **At Folly Hill School we feel children learn best when...**

a variety of learning styles is embraced.

they are motivated and well- challenged.

they feel secure in their environment.

learning is clearly defined and matched to ability.

they are confident to share their ideas, thoughts and feelings.

there is praise and encouragement.

they are valued as individuals.

resources are easily available, adequate and well organised.

there is support and encouragement at home.

they are given time to reflect and consolidate.

there is an ethos of mutual respect throughout the school community.

they are encouraged to value their learning and their view is respected.

they are encouraged to learn through taking risks as a building block to learning.

they are physically and mentally stimulated.

**they enjoy themselves!**

**This means children should :**

Access Early Years or National Curriculum

Access exciting learning opportunities- access to a broad, accessible curriculum

Know how to learn through learning tools, learning objectives, success criteria, learning journeys

Receive good feedback on learning and next steps through appropriate marking, verbal support, individual interview with class teacher, self-assessment, peer assessment.

Have a safe place to store belongings

Have access to age appropriate equipment/resources to enable learning including books to read and to write in and implements to draw and write with

Learn according to their own individual need

Have opportunities to attend Clubs- including Breakfast Club

Read with an adult every week

Go on school trips

Have Wow days on subjects which interest them

Work with Special visitors

Have parents/carers who are informed of their learning so they can support learning at home through various means of communication between home and school.

Have a snack at playtime and a meal at lunchtime

Be enabled to learn in a clean, stimulating learning environment

Have chances to celebrate their skills and successes

be safe and happy at school

have safe access to computer technology

be given the chance to try different sports activities.

## **Rainbow**

Have a home visits from school staff

Be enabled to learn indoors or outdoors as they choose

Settle into school at their own rate and with consideration of their personal needs

Be prepared for learning when they move to Year 1

Have a medical check with Virgin Care

## **Sunshine**

Have regular outdoor PE

Access to excellent art possibilities

Have opportunities to develop musical ability

Be a playground pal and/or sports leader

Be prepared for learning when they move to Year 2

## **Moonbeam**

Take on areas of responsibility such as playground pals, school council, register monitors

be assured of careful transition procedures to Key Stage 2

in summer term children have the opportunity to learn a musical instrument

go to Wisley, cathedral and Brooklands

## **WAVE 2- entitlement for children who need some support to achieve their targets and settle to school life**

**Four areas where children may have a special need are:**

**Communication and interaction**

**Cognition and learning**

**Social, mental and emotional health**

**Sensory and/or physical**

Intervention with TAs- key TAs and teaching staff have been trained in these intervention strategies

Jump Ahead, Time to Talk, Elklan, Extra Literacy Support, First Class@ Maths, Better Reading Partnerships

Intervention with CTs

Phonic support, guided maths groups, guided writing groups, guided reading groups, individual reading intervention.

**WAVE 3- entitlement for children who have a further need when Wave 2 intervention is not effective**

External support following referral

Educational Psychology, Educational Welfare Officer, Virgin Care, Occupation Therapy, Behavioural Support, Speech and Language Therapy, Literacy/language support, autistic spectrum support from Freemantle's

**Access for Disability**

The school is fully accessible with toilet facilities available for persons with a physical disability.

Separate emergency plans are put in place for disabled persons.