

Letchmore Infants' and Nursery School

Provision Map: 2024 - 2025

At Letchmore Infants' School, we believe that all children, regardless of need or ability, should have access to a curriculum that is broad, balanced, relevant, and individualised, which allows them to make progress. The school aims to provide meaningful opportunities and experiences for all children by setting achievable learning goals, responding to their diverse and individual learning needs, and preparing them for the next stage in their education. We aim to provide a stimulating and nurturing learning environment in which children are encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. Through the teaching of a broad, balanced and engaging curriculum every child will be encouraged and supported to become a successful learner, a confident and responsible individual and to make a positive contribution to our school community and society. Quality first teaching ensures all children have the best opportunity to achieve this. Sometimes children require additional support in the form of targeted teaching, small group interventions and, occasionally, individualised support.

The aim of our Provision Map is to outline the different provision and support we may offer at Letchmore. It will be reviewed termly to ensure the provision we offer meets the specific, and individual needs, of our children. The Special Educational Needs Coordinators will monitor the impact and effectiveness of the provision and support, to ensure children receiving targeted teaching, and participating in interventions, are making progress.



Quality First Teaching

The effective inclusion of all pupils in high-quality, every day, personalised teaching.

Such teaching, of a broad and balanced curriculum, will be based on clear objectives that are shared with the children and revisited at the end of a lesson to check understanding and inform next steps. Teachers will introduce and discuss new vocabulary, use lively, interactive teaching methods and make maximum use of differentiated visual, kinesthetic, and auditory resources. Through quality first teaching, we aim to reduce the number of children who may require additional support with their learning, or behaviour, and address any identified barriers to learning.

Quality first teaching may include:

- Differentiated and adapted curriculum planning, delivery, activities, resources and outcomes e.g., simplified language which encourages independent learning
- Differentiated questioning
- Multi-sensory approach to teaching and learning
- Use of visual, concrete and sensory resources
- Modelling and scaffolding learning
- Visual timelines and visual prompts
- Illustrated dictionaries
- Access to Chrome Books
- Focused group learning with class teacher
- Immediate and ongoing feedback and formative assessment
- Children working in ability and mixed ability groups
- Planned opportunities for Speaking and Listening
- Support from class teacher, teaching assistant and inclusion teaching assistants within lessons
- Classroom 'buddy' support
- Growth Mind-set approach supporting children to develop an 'I can' attitude
- Extra-curricular activities such as after school clubs
- Celebration and Values assemblies
- Transition programme in place across the school
- Inspirational days / themed weeks
- Positive Behaviour Policy based on a therapeutic approach
- School values / British values
- Playground 'Buddies'

Each class has a class teacher and teaching assistant. An Inclusion Teaching Assistant, trained to deliver a variety of interventions and support children's learning through targeted teaching, is also assigned to each year group. In addition, we have two SENCOs, a fully trained Nurture Teacher, a Pastoral Lead and Pastoral Assistant who are trained to a high level to support children's social, emotional and behavioural needs. We ensure staff are aware of the individual learning, physical and medical needs of all children in order that they can plan, and deliver, a curriculum tailored to them to support their progress, growth and wellbeing.



Small Group Intervention, targeted and individualised support

Additional provision, in the form of targeted teaching, small-group intervention and individual support may be needed to support children's confidence, self-esteem, emotional literacy, independence and wellbeing, and progress towards age - related expectations. We aim, wherever possible to provide this additional support in class but occasionally some interventions may take place outside of the classroom. This would be in addition to quality first teaching and may include:

In Foundation Stage (Nursery and Reception):

Intervention	Frequency / Number of Children
Wellcomm (Speech and Language) screening and intervention	Individual screening for every child then targeted support as required (1:1 or small group)
Small group support for children with English as an Additional Language	Targeted support as required in small group or 1:1
Small group Phonics sessions	Targeted support as required in small group or 1:1
Pre-teaching of topics / concepts	Targeted support as required in small group or 1:1
Additional daily reading sessions with a teacher/TA/Phonics Expert	1:1 targeted support as required
Additional, individualised, support for underserved learners	Targeted support as required in small group or 1:1
Bright Stars (to support confidence, self-esteem and wellbeing)	Up to 12 children. Once per week for up to 1 hour
Protective Behaviours	1:1 targeted support as required
Individual sessions to develop emotional literacy, confidence and self-esteem	1:1 targeted support as required
Drawing and Talking (to support trauma, behaviour)	1:1 targeted support as required
Social stories	1:1 targeted support as required
Speech and Language support	1:1 targeted support as identified in their Assess, Plan, Do, Review, and following support and advice from external agencies
Individual programmes of support designed for children with personalised targets	1:1 targeted support as identified in their Assess, Plan, Do, Review, and following support and advice from external agencies
Forest Schools sessions	Every child has a 1 hour session every 3 weeks



In Key stage 1 (Year 1 and 2):	
Intervention	Frequency / Number of Children
Individual programmes of support designed for children with personalised targets	1:1 targeted support as identified in their Assess, Plan, Do, Review, and following support and advice from external agencies
Small group support for children with English as an Additional Language	Targeted support as required in small group or 1:1
Small group Phonics sessions	Targeted support as required in small group or 1:1
Pre-teaching of topics / concepts	Targeted support as required in small group or 1:1
Additional daily reading sessions with a teacher/TA/Phonics Expert	1:1 targeted support as required
Handwriting	Targeted support as required in small group or 1:1
Additional, individualised, support for underserved learners	Targeted support as required in small group or 1:1
Bright Stars (to support confidence, self-esteem and wellbeing)	Up to 12 children. Once per week for up to 1 hour for 1 term
Protective Behaviours	1:1 targeted support as required
Individual sessions to develop emotional literacy, confidence and self-esteem	1:1 targeted support as required
Drawing and Talking (to support trauma, behaviour)	1:1 targeted support as required
Social stories	1:1 targeted support as required
Additional maths sessions to revisit and embed basic skills	Targeted support as required in small group or 1:1
Additional maths sessions to support our more able mathematicians	Targeted support as required in small group or 1:1
Speech and Language support	1:1 targeted support as identified in their Assess, Plan, Do, Review, and following support and advice from external agencies
Friendship and social skills groups	Up to 6 children per group. One hour, once per week for 12 weeks
Fischer Family Trust/ELF literacy programs	Up to 6 children per week. ½ hour sessions 3 x per week

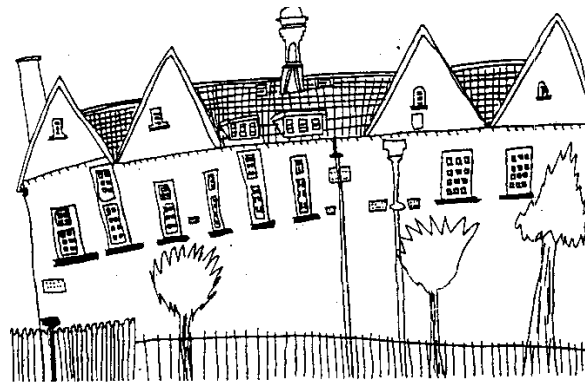
The lists above are not exhaustive and school will always endeavour to tailor support and provision to the individual needs of children.



The school works in liaison with many external agencies and individual children may also receive support from professionals such as an Educational Psychologist, Speech and Language Therapist, Specialist Advisory Teachers, Occupational Therapists, Physiotherapists and Specific Learning Difficulties Base Teachers.

We also offer a variety of after school clubs which are run by external, specialist agencies. These clubs may include: French, football, dodgeball, gymnastics, ballet, fencing and archery.

Further information about our provision for pupils with Special Educational Needs and Disabilities (SEND) can be found in our SEND Information report and SEND Policy, both of which are available on the school's website.



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Let's Inspire

