

Buxton Infant School Whole School Provision Map



Universal - Inclusive quality first teaching for all

Targeted - Additional interventions to enable children to work toward or at age-related expectations.

Specialist - Additional highly personalised support often from outside partners.

Communication and Interaction		
Universal	Targeted	Specialist
• A clear and obvious visual timetable that is shared twice a day. • Clear objectives that are shared in both oral and written form. • Clear and consistent classroom rules and expectations. • Clear rewards and positive praise. • Magic spots • Systematic organisation of independent learning tasks and activities. • Adaptive teaching • Finish tray to give closure to tasks	• Work station • Individual visual timetables. • Communication core boards • Social Thinking Intervention • Teaching assistant support in classroom • Modelled play at lunchtime. • SEND plan specific targets. • Talk About intervention. • Nurture. • Bespoke curriculum working 1:1 or paired work. • Training for all staff - ADHD, ASD	• SALT • ISAT • Alternative Teaching Space • Personalised Timetable • Intensive Interaction • Attention Autism • Inclusion Funding application where additional funding is identified as needed to support in school. • EHCP application where long term significant support is identified as needed

- Resources in the classroom clearly labelled. - Communication aid lanyards - Golden rules - Calm learning environment - Structured play opportunities at lunchtime. - Ask friendly classrooms where it is OK to ask questions or seek clarification - Collaborative working opportunities.		
Cognition and Learning		
Universal	Targeted	Specialist
- Clear objectives/expectations that are shared in both oral and written form. - Clear and simple instructions broken down given one at a time. - Whiteboard backgrounds set to buff or cream. - Worksheets should be uncluttered, with double lined spacing where possible and a clear font.	- Targeted maths interventions (1stclass@number) - Targeted reading intervention (Little Wandle, action words) - Precision teaching - SEND plan target work - Alternative methods of recording work. - Bespoke curriculum working 1:1 or paired work.	- Educational Psychologist - ISAT - Paediatrician - Inclusion Funding application where additional funding is identified as needed to support in school. - EHCP application where long term significant support is identified as needed

• Ask friendly classrooms where it is OK to ask questions or seek clarification • Pre teaching vocabulary. • Check for understanding • Visual cues and prompts including writing mats, phonics mats and working walls. • Supporting apparatus/concrete resources. • Collaborative working opportunities. • Thinking time given. • Key vocabulary given. • Flexible grouping •	• Coloured resources e.g. paper, overlays for reading. • Supporting apparatus/concrete resources. E.g. Numicon, writing frames. • Sensory/Brain breaks • Executive functioning activities • Training for all staff - maths differences, literacy differences	
SEMH		
Universal	Targeted	Specialist
• Feelings Chart • Behaviour policy including star of the week, golden tickets, ticks, stickers. • Golden Rules • PSHE curriculum	• One Page profiles • Individual reward charts. • Emotion coaching. • Escalation curves • 5 Point scale • Zen Den • Seashells Classroom	• ISAT • Pastoral Support/Family Support • Enhanced personalised provision • Educational Psychologist • Risk Assessments

• Assessment and monitoring of learning and emotional wellbeing. • Differentiated learning activities to engage and motivate • Positive language to redirect. • Environmental adaptations. • Parental communication and involvement • Circle time/ Our Time. • My Concern to report incidents. • Support play at lunchtime and playtime • Buddy system • Calm classroom	• Outdoor provision (trained staff) • Comic strip conversations • Now and Next • Social Stories • Nurture group • Social Thinking • Sensory Circuits • Restorative processes • Risk Assessments	• Advice and guidance from outside agencies e.g. Crossroads, MeToo • CAHMS • Paediatrician • Engagement Team • Inclusion Funding application where additional funding is identified as needed to support in school. • EHCP application where long term significant support is identified as needed.
Sensory and Physical		
Universal	Targeted	Specialist
• Think about lighting and use natural light where possible. • Uniform backing on the walls to avoid over stimulation • Dough disco • Cloths to deaden noises for table top activities • Whiteboard areas free from clutter and posters	• Sensory Room • Sensory Circuit • Gross and Fine Motor activities • SEND plan target work • Sensory/Brain breaks • Bespoke curriculum working 1:1 or paired work. • Teaching Assistant support • Staff training	• Educational Psychologist • SALT • Visual Impairment • Teachers of the Deaf • Physical Impairment • ISAT • Engagement Team • Inclusion Funding application where additional funding is

• Visual cues and prompts including writing mats, phonics mats and working walls. • Modified Resources e.g. large print books, dark lined books, pencil grips • Preferential seating • Uncluttered and organised learning environment. • Use of ICT to support sensory needs.	• Specific apparatus including sloping boards, wobble cushions.	identifies as needed to support in school. • EHCP application where long term significant support is identified as needed.
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