



Bushy Hill Junior School

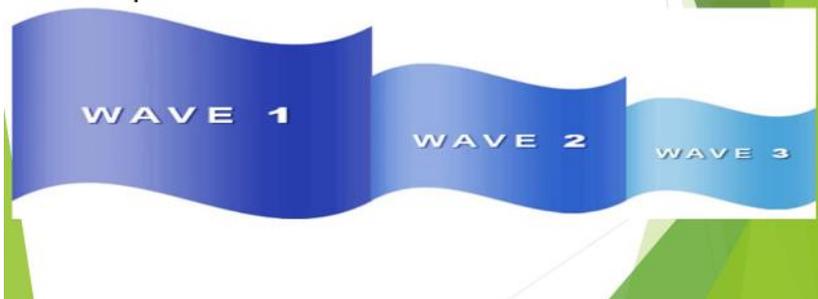
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SCHOOL LOCAL OFFER – PROVISION MAP – Spring 2017

The three wave
model
of
SEND provision



The provision map below (which is divided into the four SEN areas of need) outlines how we provide for SEN at Bushy Hill Junior School.

Wave 1 provisions are part of our day-to-day quality inclusive teaching.

Wave 2 provisions are additional short term interventions, often provided to groups of pupils with similar needs, aimed at accelerating the progress of individuals in order for them to 'catch up' with their peers.

Wave 3 provisions are targeted personalised interventions, enabling each child to achieve their potential.

Cognition and Learning - Wave 1 provision

- At Bushy Hill, we provide quality-first differentiated teaching through a broad, balanced and creative topic-based curriculum.
- Learning is differentiated in various ways: by changing the activity, by changing how the learning is delivered or by changing the expected outcomes. Activities are also organised in different ways: whole class work, group work, paired work or individual work. There are opportunities for visual, auditory and kinaesthetic learning.
- Pupils understand what they are learning through clear objectives: WALT (WE ARE LEARNING TO).
- Pupils understand the expectations of them through clear differentiated WILF (WHAT I'M LOOKING FOR) as well as through modelling in whole class teaching and guided groups.
- Focus groups are identified, who work regularly in guided groups in class with a teacher and/or a learning support assistant.
- Teacher assessment enables all children to recognise their successes and next steps.
- Interactive displays show the learning journey, key vocabulary and visual images.
- Resources are available in the classroom to support and scaffold pupil's learning (including word banks of key or high frequency words, mathematical manipulatives, writing frames etc.)
- The school is extremely well resourced, with a well-stocked lending library, open to pupils most lunchtimes.
- The school has a wide range of reading books at different levels, including reading scheme books for children who need to read from a book-banded scheme.
- The ICT room is spacious and well-equipped.
- Every classroom has an interactive whiteboard with speakers, a visualiser and desktop computers for ICT use in the classroom.
- Chrome books are available across the school to broaden learning opportunities.
- Fantastic Fridays, dressing up days, international links, music workshops etc. further broaden the curriculum.
- Professionals from external organisations enhance the pupil's learning experiences, for example in music and PE.
- All staff members have received training in phonics, to provide support in class for spelling.
- Teachers have received dyslexia awareness training and use a range of strategies to support children with literacy difficulties in the classroom.

Cognition and Learning - Wave 2 provision

Mathematics	SNAP	A mathematics recovery programme: 5x per week, 10 minutes per day, taught by an LSA with a small group.
Mathematics	Success@Arithmetic – Calculation	A mathematics recovery programme to develop proficiency in written calculation skills: 3x per week, 40 minutes per session, taught by an LSA with a small group.
Mathematics	Success@Arithmetic – Number	A mathematics recovery programme to develop fluency with number: 3x per week, 40 minutes per session, taught by an LSA with a small group.
Mathematics / ICT club	Times tables practice	Daily practice before school using ICT programmes to develop instant recall of times tables.

English	Fresh Start – phonics intervention	A structured programme to develop reading, writing and phonics skills for years 3 and 4: taken by a trained LSA with a small group three times per week.
English	Write away together (WAT)	A Write Away Together session takes place in class and involves a dialogue between a child and a trained adult about a piece of independent writing. The aim of the dialogue is to help the child understand how they can improve their work at text, sentence and word level and to embed strategies that will improve independent writing.
English	Bug Club	Bug Club is a powerful guided and independent on line reading programme that raises attainment in reading and spelling . Bug club small group guided intervention sessions can be led by a teacher or an LSA.
English /Maths	Booster groups	Additional support for identified children in a small group setting. Led by a qualified teacher.

Cognition and Learning - Wave 3 SEND provision

English - phonics	Toe-by-Toe	A structured reading programme for struggling readers: 10 minutes per day, 5x per week, 1:1, taught by an LSA.
English – phonics	Hornet / Word Wasp	Structured phonics programmes, which teach the rules and structures of English spelling: 10 minutes per day, 5x per week, 1:1, taught by an LSA.
English - phonics	Nessy Reading and spelling	An internet-based program developed for students 5-12 years of age with reading differences such as dyslexia. Lessons emphasise phonemic awareness, phonics, blending, sight words, fluency, spelling, vocabulary and comprehension. Each island consists of a series of lessons composed of strategy videos reinforced with games which teach fundamental reading & spelling skills. 1:1 sessions overseen by an LSA. Can also be accessed at home.
Maths or English	Precision teaching (key skills)	Precision Teaching involves short one minute tasks to build skills by practising them regularly e.g. reading high frequency words or recalling facts from a specific times table. This approach allows key skills to be practised until they are fluent. Led by an LSA for 5 minutes daily.

Communication and Interaction - Wave 1 SEND provision

- At Bushy Hill, we provide quality-first differentiated teaching through a broad, balanced and creative topic-based curriculum.
- Learning is differentiated in different ways: by changing the activity, by changing how the learning is delivered or by changing the expected outcomes. Activities are also organised in different ways: whole class work, group work, paired work or individual work. There are opportunities for visual, auditory and kinaesthetic learning.
- Supportive staff members provide opportunities for children to communicate their thoughts and ideas in different ways.
- Children are given many opportunities to share their understanding and learn from each other during the day through the use of talk partners.
- Children are given adequate processing time.
- Word banks and displays of key words support children's understanding of key vocabulary.
- A visual timetable ensures all children know that day's timetable.
- Extra-curricular opportunities provide children with a range of communication opportunities (eg. after school club, class assemblies, school council, eco buddies, sports, music, school trips, public speaking, school productions etc.)
- School trips are organised in every year group to offer a range of real-life experiences to talk about.
- There are regular time-tabled opportunities to talk in class: PSHCE, circle time, show and tell / sharing time, buddy reading scheme.
- The home school link-book provides a way for messages between home and school to be recorded.

Communication and Interaction - Wave 2 SEND provision

Language	Language sessions	A trained LSA delivers language based support to small groups or 1:1. This support includes: pre-teaching new vocabulary, developing expressive language skills e.g. forming grammatically accurate sentences and developing reasoning and inference skills.
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Communication and Interaction - Wave 3 SEND provision

Speaking / Language	Speech and Language Support	Where there is an identified SLCN (speech, language and communications need) an NHS speech and language therapist or assistant may deliver a speech programme, or this may be provided to the school for an LSA to deliver.
Language	Developing phonological awareness skills	A structured programme, progressing in small steps for pupils with language processing difficulties.
Language	Developing written language skills	A structured programme, progressing in small steps, for pupils with language difficulties.

Social, mental and emotional health needs - Wave 1 SEND provision

- At Bushy Hill, we provide a calm, secure, happy learning environment with caring, approachable staff.
- Our whole school behaviour policy is based on positive discipline and behaviour, with clear rules and consistent boundaries.
- A restorative approach is used to encourage pupils to think about how their behaviour has affected others. This helps pupils to develop respect, responsibility and truth telling.
- Positive and appropriate behaviour is rewarded in a variety of ways, including praise, stickers, awards and celebrations.
- The school's golden rules were generated by the children and are displayed and discussed regularly in class and assemblies.
- The 'wet play' rules are generated by the children.
- The school is able to provide an extended school day through the breakfast club and after-school club.
- Our topic-based creative curriculum and extra-curricular opportunities provide children with a wide range of opportunities in which they can show success.
- The PSHE curriculum provides pupils opportunities to learn about behaviour, emotional and social education and incorporates: rights and responsibilities, health and safety, values, relationships, similarities and differences and self-worth.
- The school's key values (Respect, Caring, Integrity, Perseverance and Aspiration) are taught in class and in assemblies, and children are reminded of them on displays around the school.
- The house system encourages a sense of belonging, with each child and each member of staff being part of a house. House captains from the year 6 cohort are elected by their peers, giving them additional responsibilities.
- In the playground, we provide high quality playground equipment (including trim trail, sand pit and outdoor toys) and a 'Buddy Bench'.
- In the dining hall, there are mixed-age seating arrangements and in good weather children are permitted to eat outdoors.
- Quiet, carpeted 'safe spaces' are available for children to take 'time out'.
- All staff have attended 'safeguarding' courses and are committed to child protection.
- Teachers support children who find friendships challenging by providing a 'circle of friends'.
- Opportunities are provided at transition to visit next schools and meet staff and students.
- New year 3s are 'buddied' with year 6s, giving year 6 pupils additional responsibility and supporting year 3 pupils in their early days.
- School council members are elected for each class and meet regularly to have a say in matters that affect the school.

Social, mental and emotional health needs - Wave 2 SEND provision

Friendship and social skills	Circle of friends	An approach to enhance the inclusion of any young person (known as 'the focus child'), who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others. Facilitated by the Inclusion Manager.
Emotional literacy	Therapeutic Story writing	A programme which addresses emotional literacy through story. Delivered by a trained LSA 1 x 60 minutes per week

Social, mental and emotional health needs - Wave 3 SEND provision

Social, emotional and mental health	Home-school link worker 1:1 and small groups	Referrals can be made to the Home school link worker, who works at the school on a Wednesday, and who will offer a personalised support programme for each child. This may be to support self-esteem, anxiety, behaviour, family bereavement / separation or divorce / illness (amongst other issues) The HSLW also helps children develop social skills through small groups.
Friendships and social skills	Lunchtime support	To facilitate positive and appropriate play indoors and outdoors at lunchtime.
Engagement and attention	1:1 support	1:1 support provided by an LSA to encourage greater levels of engagement and attention, enabling identified pupils to make progress.
Behaviour	1:1 support	1:1 support provided by an LSA to ensure classroom behaviour enables identified pupils to make progress.

Sensory and physical needs - Wave 1 SEND provision

- At Bushy Hill, we provide quality-first differentiated teaching through a broad, balanced and creative topic-based curriculum.
- Learning is differentiated in different ways: by changing the activity, by changing how the learning is delivered or by changing the expected outcomes. Activities are also organised in different ways: whole class work, group work, paired work or individual work. There are opportunities for visual, auditory and kinaesthetic learners.
- We offer a multi-sensory approach to learning.
- Bushy Hill is a purpose-built modern school with: accessible disabled toilets; a fully accessible ground floor; lift access to the upper floor; wide corridors; personalised trays and coat pegs; a purpose built gym and large classrooms.
- Every classroom has air conditioning, wall-to-wall carpeting, appropriately-sized furniture and interactive whiteboards with speakers.
- Where appropriate writing slopes and pencil grips are provided to support manual dexterity.
- Bushy Hill has a large space outdoors, including a hard surface playground, an all-weather (astro turf) multi-purpose pitch; high quality playground equipment (including trim trail and sand pit) and outdoor learning areas (pond, secret garden, playground games).
- There is access to drinking water, tissues and spare clothing.
- Sensory objects are available, to support focus and to strengthen hand muscles.
- The school has a minibus.

Sensory and physical needs - Wave 2 SEND provision

English	Handwriting	Handwriting practice, in addition to regular handwriting practice in class, taught by an LSA to a small group as required.
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Sensory and physical needs - Wave 3 SEND provision

Physical needs	Fine and gross motor skills	Personalised small group or 1:1 sessions to develop fine and gross motor skills in order to improve functional performance e.g. using scissors or recording work.
Physical needs	Occupational therapy	Where there is an identified occupational therapy need an NHS occupational therapist may deliver a short-term programme, or this may be provided to the school for an LSA to deliver.