The provision map below (which is divided into the four SEN areas of need) outlines how we provide for pupils with SEND 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.
<table>
<thead>
<tr>
<th>Cognition and Learning - Wave 1 provision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What we offer:</strong></td>
</tr>
<tr>
<td>● At Bushy Hill, we provide quality-first differentiated teaching through a broad, balanced and creative topic-based curriculum.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● Pupils understand what they are learning through clear objectives: WALT (WE ARE LEARNING TO).</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● Focus groups are identified, who work regularly in guided groups in class with a teacher and/or a learning support assistant.</td>
</tr>
<tr>
<td>● Teacher assessment enables all children to recognise their successes and next steps.</td>
</tr>
<tr>
<td>● Interactive displays show the learning journey, key vocabulary and visual images.</td>
</tr>
<tr>
<td>● 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.)</td>
</tr>
<tr>
<td>● The school is extremely well resourced, with a well-stocked lending library, open to pupils most lunchtimes.</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
<tr>
<td>● Every classroom has an interactive whiteboard with speakers, a visualiser and desktop computers for ICT use in the classroom.</td>
</tr>
<tr>
<td>● Chrome books and laptops are available across the school to broaden learning opportunities.</td>
</tr>
<tr>
<td>● Fantastic Fridays, dressing up days, international links, music workshops etc. further broaden the curriculum.</td>
</tr>
<tr>
<td>● Professionals from external organisations enhance the pupil’s learning experiences, for example in music and PE.</td>
</tr>
<tr>
<td>● All staff members have received training in phonics, to provide support in class for spelling.</td>
</tr>
<tr>
<td>● Teachers have received dyslexia awareness training and use a range of strategies to support children with literacy difficulties in the classroom.</td>
</tr>
</tbody>
</table>
Universal Intervention and Support in class:

- All children will require access to the following Intervention and Support approaches:
- Quality First Teaching or other appropriately differentiated curriculum to take account of individual needs.
- Classroom and whole school environment modified to take account of learning needs.
- Use of peer support systems across the school (e.g. peer mediators and playground buddy systems).
- Classroom groupings and seating arrangements which are used to facilitate learning. This may include planned collaborative/group work.
- Focused small group support for literacy and/or numeracy.
- Out of hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.). Special arrangements in place for testing & assessments when required.
- Peer and adult support on ad hoc basis or limited targeted adult support which may include use of HLTAs, TAs and adult volunteers.
- Teaching children thinking skills and helping them to become aware of their own learning processes.
- Praising the child’s strengths and achievements so that self-esteem is maintained and enhanced.
- Careful consideration given to the use of language in the classroom and strategies to promote the learning of vocabulary.
- Use of visual resources to support understanding of information and concepts.
- Use of classroom display and resources, word banks/times tables mats/number lines and squares/topic vocabulary.

Cognition and Learning - Wave 2 provision

<table>
<thead>
<tr>
<th>Subject</th>
<th>Programme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Success@Arithmetic – Calculation</td>
<td>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.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Success@Arithmetic – Number</td>
<td>A mathematics recovery programme to develop fluency with number: 3x per week, 40 minutes per session, taught by an LSA with a small group.</td>
</tr>
<tr>
<td>Mathematics / ICT club</td>
<td>Early morning maths ICT club</td>
<td>Daily practice before school using ICT programmes to develop instant recall of times tables.</td>
</tr>
<tr>
<td>English</td>
<td>Read Write INC Phonics</td>
<td>A structured programme to develop reading, writing and phonics skills for years 3: taken by a trained LSA with a small group two to three times per week.</td>
</tr>
<tr>
<td>English</td>
<td>Write away together (WAT)</td>
<td>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.</td>
</tr>
<tr>
<td>English</td>
<td>Bug Club</td>
<td>Bug Club is a powerful guided and independent on line reading programme that raises attainment in <strong>reading and spelling</strong>. Bug club small group guided intervention sessions can be led by a teacher or an LSA.</td>
</tr>
<tr>
<td>English /Maths</td>
<td>Booster groups</td>
<td>Additional support for identified children in a small group setting. Led by a qualified teacher.</td>
</tr>
<tr>
<td>Subject</td>
<td>Intervention</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>Maths</td>
<td>Pre-teaching</td>
<td>This support involves directly pre-teaching maths vocabulary and concepts before the whole class maths lesson. Research shows that this approach increases child confidence and engagement in lessons.</td>
</tr>
<tr>
<td>English - phonics</td>
<td>Nessy Reading and spelling</td>
<td>An internet-based program developed for students 5-12 years of age with reading differences such as dyslexia. Activities 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 &amp; spelling skills. Can also be accessed at home.</td>
</tr>
<tr>
<td>Maths or English</td>
<td>Precision teaching (key skills)</td>
<td>Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child who is experiencing difficulty with acquiring or maintaining some skills e.g reading and spelling. This approach allows key skills to be practised until they are fluent. Led by an LSA for 10 minutes daily.</td>
</tr>
<tr>
<td>Maths</td>
<td>Dynamo maths</td>
<td>Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths.</td>
</tr>
</tbody>
</table>

**Cognition and Learning - Wave 3 SEND provision**
**Communication and Interaction - Wave 1 SEND provision**

**What we offer:**

- 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 (e.g. 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.
- Mrs Frewin is the ASC (Autistic Spectrum Condition) lead in school and is trained in a variety of approaches such as social stories and comic script conversations. She also liaises with teachers to support their understanding of autism and offers advice and strategies to support children in the classroom.

**Universal Intervention and Support in class:**

- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Pupil’s name or agreed cue used to gain individual’s attention – and before giving instructions
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done, supported by visuals as needed
- Delivery of information slowed down with time given to allow processing
- Pupils are encouraged and shown how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies or similar used to encourage responses
- TAs used effectively to explain and support pupils to ask and answer questions
- Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher
- Access to a quiet, distraction free work station if needed
- Appropriate use of visual timetables for class and individualised when needed
- Minimise use of abstract language
- Clear lesson structure with learning objectives presented orally and visually.
- Understanding checked – by asking pupils what they are learning and what they have to do.
- Activities and listening broken up – with breaks for more kinaesthetic activities.
- Key words/vocabulary emphasised when speaking and displayed clearly.

### Communication and Interaction - Wave 2 SEND provision

<table>
<thead>
<tr>
<th>Language</th>
<th>Pre-teaching new vocabulary</th>
<th>Key vocabulary for maths and topics is taught discreetly prior to the lesson. It has been proven to be highly effective for children with speech, language and communication needs (SLCN), and for those with out-of-age related performance in terms of word knowledge and comprehension skills.</th>
</tr>
</thead>
</table>

### Communication and Interaction - Wave 3 SEND provision

<table>
<thead>
<tr>
<th>Speaking / Language Support</th>
<th>Speech and Language Support</th>
<th>Where there is an identified SLCN (speech, language and communications need) an part of an Education Health Care Plan, 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Developing phonological awareness skills</td>
<td>A structured programme, progressing in small steps for pupils with language processing difficulties.</td>
</tr>
<tr>
<td>Language</td>
<td>Developing written language skills</td>
<td>A structured programme, progressing in small steps, for pupils with language difficulties.</td>
</tr>
</tbody>
</table>

### 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 Home School Link Worker is also a trained ELSA (Emotional Literacy Support Assistant).

The Inclusion Manager is trained as a ‘Youth Mental Health First Aider’.

The children experience a variety of positive well-being activities in the form of, ‘Mental Health Awareness Day’, ‘Feeling Good’ and ‘Health and Well-Being’ weeks.

Teachers have received mindfulness training and lead short mindfulness sessions with children in class.

We have a ‘Focus Room’ where children can go to complete sensory based activities to help calm themselves and return to class ready to learn.

Our Growth mindset approach encourages the children to be ‘Resilient’, ‘Resourceful’ and ‘Reflective’ learners.

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’. Year 5 and 6 Playground Mentors are trained to lead playground games during lunchtime and offer support to younger children. 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.

Universal Intervention and Support in class:

- Curriculum differentiated appropriately to take account of individual needs.
- Know the level of difficulty of any text pupil expected to read.
- Key words/vocabulary emphasised when speaking and displayed clearly.
- Instructions broken down into manageable chunks and given in sequence.
- Teach sequencing as a skill – sequencing alphabet, stories etc.
- Encourage pupils to explain – to check understanding.
- Links to prior learning made explicit.
- Key learning points reviewed at appropriate times during and at end of lesson.
- Alternative ways to record learning. for example, diagrams, mind maps, voice recorders.
- Use of writing frames to aid early organisation.
- Alphabet strips, number lines.
- Key words on desks, on display.
- Staff set personalised learning targets for all children.
- Classroom and whole school environment modified to take account of social and emotional needs.
- Consistent behaviour management by all staff including regular reinforcement of positive behaviours.
- Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties.
- Use of peer support systems across the school for example peer mediators, playground buddy systems.
- After school homework and other clubs.

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

<p>| 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. |</p>
<table>
<thead>
<tr>
<th>Friendship and social skills</th>
<th>Lunchtime Club</th>
<th>Children will be able to access lunchtime club if they would like a quieter space in which to socialise and play. There will be a variety of activities of offer including: games, colouring and Lego.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social, mental and emotional health needs - Wave 3 SEND provision</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Social, emotional and mental health** | ELSA (Emotional Literacy Support Assistant)  
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 ELSA also helps children develop social skills through small groups. |
| Social, emotional and mental health | Story Writing | The purpose of the group is to use stories as a metaphor to explore emotional issues that might otherwise be overwhelming. Research evidence shows that this approach is effective in developing both children’s writing and the development of their emotional literacy skills.  
These sessions are led by a member of staff trained in this approach. |
| 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, seat wedges 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.

Universal Intervention and Support in class:

MULTI SENSORY IMPAIRMENT (deaf blindness)

Systems to be in place for staff to routinely seek information about a child’s hearing and vision needs and concerns.
Systems to be in place for staff to regularly seek the views of parents about their children’s hearing and vision needs.
Appropriate arrangements for assessment of the classroom and school environment which are reviewed at least annually – in relation to class noise levels, school and site being physically accessible to children with a visual impairment, lighting etc.
Whole staff awareness of the implications of multisensory impairment including hearing and visual difficulties and knowledge of strategies that facilitate the inclusion of children with multisensory impairment.
Appropriate whole school policies for supporting children with multisensory impairment.
Health and safety and risk assessments policies to be in place and appropriate risk assessments completed.
There should be effective internal communication and liaison arrangements between staff.
Where there are suspicions of multisensory difficulties, schools should advise parents to seek a hearing and vision assessment.
### SENSORY HI (Hearing Impairment)

Systems to be in place for staff to routinely seek information about children’s hearing needs and concerns.

Systems to be in place for staff to regularly seek the views of parents about their children’s hearing needs.

Appropriate arrangements for assessment of the classroom and school environment which are reviewed at least annually – in relation to class noise levels.

Whole staff awareness of the implications of hearing difficulties and knowledge of strategies that facilitate the inclusion of children with hearing impairment.

Appropriate whole school policies for supporting children with hearing difficulties.

Health and safety and risk assessments policies to be in place.

There should be effective internal communication and liaison arrangements between staff.

Where there are suspicions of hearing difficulties schools should advise parents to seek a hearing assessment.

The School Nursing Service can be contacted to discuss hearing concerns. Referrals for hearing tests can be completed by the School Nurse.

### SENSORY VI (Visual Impairment)

Systems to be in place for staff to routinely seek information about children’s visual needs/concerns.

Systems to be in place for staff to regularly seek the views of parents about their children’s visual needs.

Appropriate arrangements for assessment of the classroom and school environment which are reviewed at least annually in relation to school and site being physically accessible to children with a visual impairment.

Whole staff awareness of the implications of visual difficulties and knowledge of strategies to facilitate the inclusion of children with a visual impairment.

Appropriate whole school policies to be in place for supporting children with visual difficulties.

Health and safety and risk assessment policies to be in place and appropriate risk assessments completed.

There should be effective internal communication and liaison arrangements between staff.

#### 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. |

#### 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. |