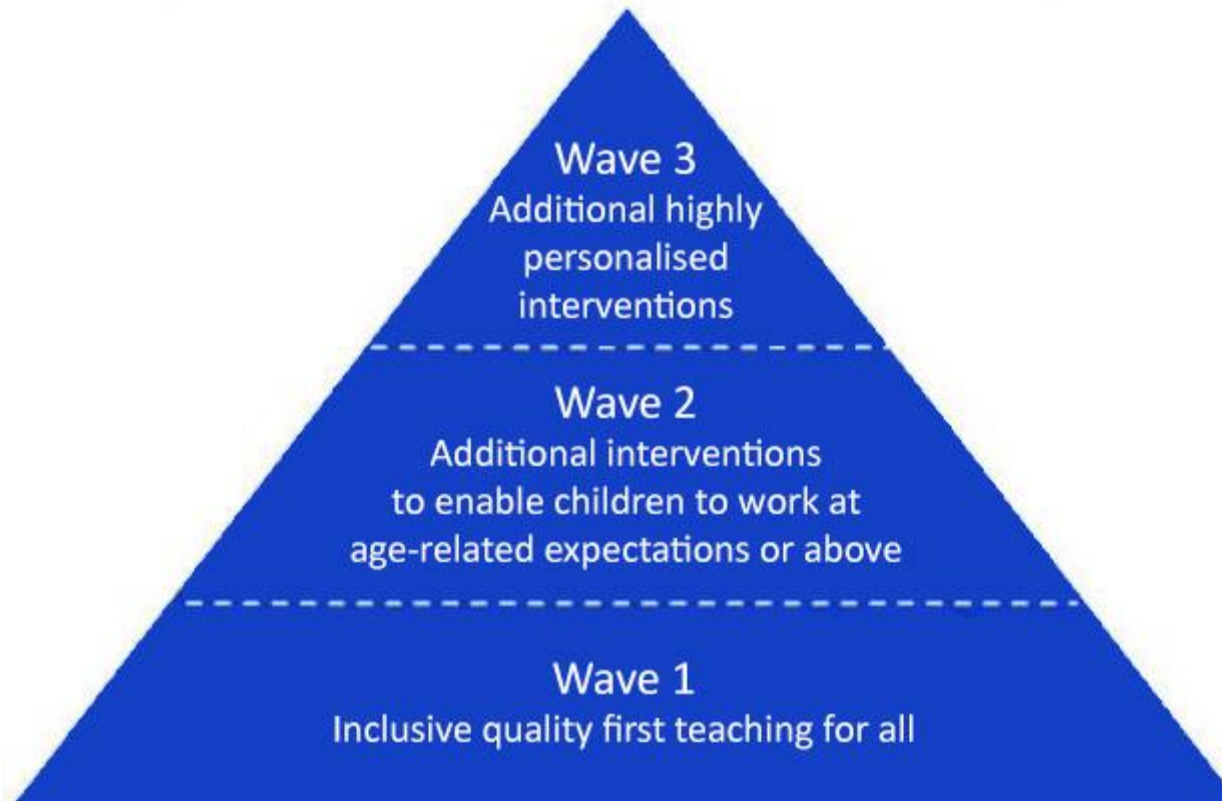


Guildford Grove Whole School Provision Map 2023-24

Waves of Intervention Model



Guildford Grove Whole School Provision Map 2023-24

Provision in school is organised into three waves of intervention:

Universal – Wave 1 All pupils have access to inclusive high-quality teaching at Guildford Grove.

Targeted – Wave 2 Some pupils will need additional programmes and/or planned support, designed to accelerate learning. This may include additional, time-limited, tailored intervention support programmes.

Specialist – Wave 3 Additional highly personalised interventions which may include one to one or specialist interventions.

This reflects the offer of **Ordinarily Available Provision** shared by all Surrey Schools.

Guildford Grove Whole School Provision Map 2023-24

Wave 1 is good quality, inclusive teaching which considers the learning needs of all the pupils in the classroom. This includes providing adapted work for different needs and creating an inclusive learning environment. Here are just some examples of our Wave 1 provision. If you want to find out more, you are welcome to make an appointment to visit the school.

Curriculum

- Quality teaching by qualified teachers and TAs who are trained to teach pupils with a variety of different needs.
- We offer a broad, balanced and engaging creative curriculum.
- Teachers work hard to respond to pupils' needs every day. Our assessment of each child's progress informs the following day's lessons.
- Our Foundation Stage allows pupils to choose indoor or outdoor activities and has a good balance of adult led and child-initiated activities.

Curriculum Enhancement

- We have specialist sports coaches running sports clubs after school and coaching during lunchtime.
- We make sure that we have visits off-site and relevant visitors into school to enhance the curriculum.
- The older pupils have drama workshops facilitated by Guildford Shakespeare Company.
- Theatre companies come to school at various times during the school year.
- We work with Delight charity to provide creative opportunities for all pupils in lower KS2.

The School and Classroom Environment

- Our single-storey building is fully accessible with a disabled toilet, disabled parking, drinking water, tissues, spare clothing and footwear.
- All our classrooms cater for the needs of our deaf pupils and colleagues. We have up-to-date equipment for our deaf pupils which is used throughout the whole school day.
- We organise our classrooms and shared spaces to promote order and independence.
- We minimise clutter and "visual noise" in our classrooms as a way of helping pupils to focus on learning and not be distracted by "busyness" at the front of the room.
- Every child has the equipment they need for the school day such as their own peg, books, reading book, drinking water and stationery. Older pupils have their own locker to store their belongings.
- There are regularly updated learning aids on the walls.
- Pupils' work is displayed throughout the school.
- Reading is a high priority, and this is reflected and promoted around the school building.
- Our Code of Conduct for the school is consistently applied and is revisited regularly.

Assessment and Feedback

- All pupils' attainment and progress is continually assessed and tracked throughout the year. Teachers meet with senior leaders to scrutinise the progress of all pupils.
- Verbal feedback and marking tells pupils what they have done well and how to improve.
- We have good, regular formal and informal communication with parents/carers.
- When needed, assessment by a specialist agency such as Speech and Language Therapy, Learning and Language Support or Physical and Sensory Support.
- Events such as phonics workshops to enable parents to understand how pupils develop and promote progress at home.

Staffing

- There are fully qualified teachers in every class.
- We also have trained and skilled HLTAs, Senior Teaching Assistants and Teaching Assistants (both for hearing and deaf pupils)
- We have a highly qualified Home School Link Worker (HSLW) and an Assistant HSLW who both support emotional and social wellbeing.
- We have 2 trained ELSAs for mainstream pupils and one trained ELSA for deaf pupils to

Guildford Grove Whole School Provision Map 2023-24

Home Learning

- All children are encouraged to complete regular learning at home. This is usually set on our online platform, Seesaw.
- All pupils are set reading tasks, relevant to their stage of development, starting with wordless books.
- Phonics activities are set where relevant.
- Activities which promote Communication are set throughout the school, starting in the Early Years.
- Spelling and maths activities are provided.
- See Home Learning policy for more detail.

- We have high-quality resources throughout the school that meet the learning needs of pupils in every area of the curriculum.
- Pupils have access to laptops, iPads, recording devices and programmable toys that promote learning.
- We have a book corner in every classroom containing fiction, poetry, picture and information books.
- We have a library area containing fiction, non-fiction, and poetry.

provide emotional support tailored to individual need.

- Our TAs are qualified to deliver specific intervention programmes according to individual or cohort need.
- We provide on-going training for our TAs such as mediated learning, Emotion Coaching, Zones of Regulation etc. The TAs meet weekly with the Deputy Headteacher and SENDCo for more CPD as well as talking about issues relevant to our pupils.
- Our local Mental Health Support Team work alongside families identified as requiring additional support

Educational outings

- All our pupils can go on educational outings throughout the year.
- Some outings are in our local area and support history, geography, RE, PSHE, science etc
- Pupils in Year 5 and 6 have the option to attend a residential trip.
- Our varied outings support our topic work and new initiatives and offer a wide range of new experiences and learning.

Reading and Books

- Reading is at the heart of our curriculum. We know that we *learn to read so that we can read to learn*.
- We ensure that our younger pupils make good progress through the Little Wandle phonics programme so that they are then able to read books matched to their ability.
- Interventions to boost reading skills are used with identified pupils.
- There are well-stocked book corners in every class.
- From Years 2-6, we use Master Reader programme which is a structured and targeted reading programme based around quality literature. It is a daily programme.
- Synthetic Phonics programme Little Wandle is taught daily for our younger pupils.
- Adults hear pupils read during the week.

School Ethos

- We understand that relationships are paramount. We pride ourselves on forming excellent relationships with the whole of our school community and we model good relationships amongst the staff.
- Our safeguarding procedures are tight so that we can provide the safest environment possible for the whole school community to work and learn in.
- Our school is highly inclusive which is something we pride ourselves on. We have children and adults with a range of disability. We use BSL throughout the school and all children in KS2 learn BSL.
- We greet and welcome our community at the start of each day. We ensure that children who struggle with separation are given lots of support by qualified staff.

Outside Areas

- We have a large playground with a variety of markings, a trim trail and a MUGA offering games and physical challenges. We have a wooden pergola where pupils enjoy sitting with a book. We have staged seating near our Year 6 classrooms.

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- The Nursery pupils and Reception pupils have outdoor areas which are suited to their age and stage of development. They have access to these areas throughout the whole day. Equipment such as large construction, water trays, sandpits, bikes etc are provided for both gross and fine motor skill development.

Lunchtime

- Meals cooked on site which include access to a salad bar.
- Staff led and self- initiated activities and games every day.
- Focused support for the development of social skills.
- Midday Play Leaders provide a variety of play equipment and facilitate games outside.
- A member of the Senior Leadership Team is on duty outside at some point each day.
- The playground is zoned to encourage age-appropriate play and to promote close relationships between children and adults on duty. Children access different zones throughout the week.
- We encourage children to manage little problems themselves by using Kelso's Choices.

- Adults read quality literature to their whole class.
- Pupils have books to take home which we encourage parents to share with children to promote a love of reading and learning.

ICT and Computing

- Interactive Whiteboard and laptops in every classroom.
- Portable units are moved into classrooms so that pupils are able to have their own or shared laptop or tablet to work from.
- We have other portable units that contain iPads which are used for a variety of reasons and across the whole curriculum.

Performing Arts and Class Assemblies

- Nursery and Reception Nativity to their families.
- Years 1 and 2 do a Nativity production to their families.
- Year 2 do a Spring Concert to families.
- Years 3 and 4 do an Easter production to families.
- Year 5 and 6 do a summer musical production to families.
- Year 6 do their Leavers show to the school and families.
- Pupils in years 5 and 6 can take part in the annual 'Guildford Grove's Got Talent' show.
- Every pupil is included in their own class assembly where they celebrate their learning.
- Assemblies include praising attendance and punctuality, learning about aspects of

- We have one rule in our Code of Conduct: Everyone will be polite, respectful and kind to others at all times. We abide by this and hold individuals to account if they fall short of this standard. They then learn how to put things right using a restorative approach. Parents and carers are important in assisting us with maintaining these standards.
- We offer consistent boundaries that create a safe and predictable environment within which good behaviour is fostered.
- We have high expectations of behaviour, school work and presentation. The pupils know and aspire to their targets.
- We ensure that learning is engaging and stimulating because pupils remember what they enjoy.

Pupil Voice

- Our Learners' Audits give pupils an opportunity to express views and influence decisions.
- Our School Council provides information about the school. They represent classes throughout the whole school. The School Council meet every year with the governors to give them the view of pupils and share what their priority areas are.
- Groups of pupils are regularly asked by teachers, co-ordinators and leaders for their thoughts on specific curriculum areas.

Extra-Curricular

Guildford Grove Whole School Provision Map 2023-24

- diversity, spending time learning what the School Code of Conduct means.
- We have regular assemblies to give certificates to pupils who have had 100% attendance during the term.
- We have sports coaches running after-school lessons and they also facilitate games on the MUGA at lunchtime.
- Breakfast Club before school begins at 8am.
- After school child care is provided by Sports for Kids up to 6pm. They run a range of activities including arts and crafts.

Guildford Grove Whole School Provision Map 2023-24

SPEECH, LANGUAGE & COMMUNICATION

SPEECH, LANGUAGE & COMMUNICATION	
Wave	Support
2 (SEND Support)	<ul style="list-style-type: none"> • Individual targets on provision maps • A range of additional adapted intervention and focus groups • 1:1 target work • Monitoring of intervention groups • Tracking by the Inclusion Team • Additional varied resources • Support programmes to address individual needs • In-class adult support from both class teacher and Teaching Assistants (TAs) • Individual phonics and reading programmes (Little Wandle, Rapid Catch-Up, SEND target work) • Promotion of independent learning skills through mediated learning. • Outside agencies frequently consulted to support individuals • Specific work on social communication where necessary including the use of Social Stories etc.
3 (moving towards possible EHCP application)	<ul style="list-style-type: none"> • Individual targets on provision maps • Individual targeted language assessments done by S&LT team from Surrey when available • Provision map targets reviewed through the term that are then discussed and agreed with parents together with suggested strategies to support at home • Regular contact with parents • Additional speech and language support • Curriculum adaptations • Trained staff to work with individuals and focus groups eg EKLAN, Rapid Catch-Up • Additional resources and a range of targeted language and ASD programmes and from the Outreach Teacher from Freemantles School • Monitoring of provision and progression by Inclusion Team and outside agencies including speech and language therapists and Learning & Language Support (LLS) specific work on social communication where necessary including the use of Social Stories etc. • Promotion of independence. • EHCP Application

Guildford Grove Whole School Provision Map 2023-24

COGNITION AND LEARNING	
Wave	Support
2 (SEND Support)	<ul style="list-style-type: none"> • Individual targets on provision maps • A range of additional adapted intervention and focus groups • 1:1 target work • Monitoring of intervention groups • Tracking by the Inclusion Team • Additional varied resources • Support programmes to address individual needs • In-class adult support from both class teacher and Teaching Assistants (TAs) • Individual phonics and reading programmes (Little Wandle, Rapid Catch-Up, SEND target work) • Promotion of independent learning skills through mediated learning. • Outside agencies frequently consulted to support individuals
3 (moving towards possible EHCP application)	<ul style="list-style-type: none"> • Individual targets on provision maps • Individual and targeted assessments • Provision map targets reviewed through the term that are then discussed and agreed with parents together with suggested strategies to support at home • Regular contact with parents • Curriculum adaptations • 1:1 and focus group work • Additional resources • Risk assessments and SEND Support Review Meetings • Monitoring of provision and progression by Inclusion Team • Promotion of independent learning skills through mediated learning • Outside agencies frequently consulted to support individuals • EHCP Application

Guildford Grove Whole School Provision Map 2023-24

SOCIAL, EMOTIONAL, MENTAL HEALTH

SOCIAL, EMOTIONAL, MENTAL HEALTH	
Wave	Support
2 (SEND Support)	<ul style="list-style-type: none"> • Individual targets on provision maps • A range of additional differentiated intervention and focus groups including monitoring of groups and progression • 1:1 target work • Home/ school books, • Additional resources • Support programmes and groups from MHST* and ELSAs *to address individual needs, including social skills groups, anger management, anxieties, phobias • In-class adult support from both class teacher & TAs • Discrete playground monitoring • Reward charts for individuals • Promotion of independent learning skills • SEND Support Review Meetings
3 (moving towards possible EHCP application)	<ul style="list-style-type: none"> • Individual targets on provision maps • Provision map targets reviewed throughout the term that are discussed and agreed with parents, suggested strategies to support at home • Social stories, comic strips etc • ELSA & MHST support • Transition photo books • Home School Link Worker involvement • Individual timetables • Curriculum adaptations • Regular contact with parents • Outside agencies consulted including Behaviour Support & Freemantles ASD Outreach Service • 1:1 and focus group work • Monitoring of provision and progression by Inclusion Team risk assessments promotion of independent learning skills. • SEND Support Review Meetings • EHCP Application

Guildford Grove Whole School Provision Map 2023-24

PHYSICAL AND SENSORY	
Wave	Support
2 (SEND Support)	<ul style="list-style-type: none"> • Individual key targets on provision maps • A range of additional differentiated intervention and focus groups • 1:1 target work • Provision monitoring • Tracking monitoring of groups and progression • Additional varied resources, support programmes to address individual needs including fine motor skills, handwriting programmes • In-class adult support from both class teacher & TAs • Promotion of independent/mediated learning skills
3 (moving towards possible EHCP application)	<ul style="list-style-type: none"> • Individual key targets on provision maps • Provision map targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home • regular contact with parents • Occupational therapy & physiotherapy exercises carried out under the supervision of specialists • Outside agencies specialists invited to advise staff and work with individuals, curriculum and environment adaptations to ensure accessibility, disabled toilets, wheelchair accessible classrooms, additional resources monitoring of provision and progression by the Inclusion Team • Risk assessments • Use of scribes • Promotion of independent learning skills. • EHCP Application

*MHST = Mental Health Support Team

ELSA = Emotional Literacy Support Assistant