



Witley C of E Infant School

Learn, love and flourish together

Provision Map 2025-26

Our provision map shows our range of provision available to all learners at Witley C of E Infant School. Our map is a live document which allows us to continually monitor, evaluate and plan the development of SEN provision, increase access for all disadvantaged groups and secure the entitlement of all learners enabling all to flourish at Witley.

Our quality first teaching key ingredients, which emphasise high quality inclusive teaching for all pupils in class, are the minimum that our teachers provide for all pupils, known as Ordinarily Available. Please follow the link to the Surrey's Local Offer and more parental information about the Ordinarily Available provision in schools.

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/education-and-training/a-parent-carer-guide-to-ordinarily-available-provision-in-schools>

To further support our children our SEND provision extends to include targeted learning known as SEN Support and personalised learning, known as EHCP support, to enable all to access our learning at Witley.

Ordinarily Available Provision is a holistic approach for all learners
Quality First teaching – Key Ingredients include:

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| <ul style="list-style-type: none"> <i>* Clear learning objectives and small steps to success</i> <i>* Rigorous planning, assessment and review</i> <i>* Reflective learners</i> | <ul style="list-style-type: none"> <i>* High expectations of everyone</i> <i>* Essential pace and transitions</i> <i>* Adaptive teaching</i> | <ul style="list-style-type: none"> <i>* Confident attitude to learning</i> <i>* Positive behaviour</i> <i>* Inspiring learning environments</i> <i>* Challenging and productive questioning</i> |
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A Holistic Approach	<p>Ordinarily Available</p> <p>Ordinarily Available – High Quality Teaching is the provision that is universal for all students. The majority of students will have their needs met through this provision. It is based on high quality teaching and learning; please see below for more detail.</p>
<p>Communication and interaction</p> <p>(COIN)</p>	<ul style="list-style-type: none"> • Check that hearing has been tested. • Engage the child's attention before talking to them, use their name. • Consider how many information carrying words (identify this through screening) a child can manage and adjust language level accordingly when giving instructions. • Provide visual prompts to support language including key vocabulary, now and next, visual timetables, gesture, signing. • Allow extra time to process what has been said (10 seconds). • Repeat your instruction or request if not understood and simplify the language and use additional visuals to support. • Check understanding by getting child or young person to feedback or by asking questions. • Provide an environment that limits distractions. • Pre-teach topic vocabulary. • Avoid use of sarcasm (make sure your words and body language match) and idioms ("it's raining a lot" rather than "it is raining cats and dogs" in general instructions as these can be misunderstood and lead to negative behaviours but explicitly teach where these occur in curriculum or are featured in a book/ text. • Allow time to try and find the words they want to say. • Ensure there are opportunities for practising language that can be predictable e.g., circle time, news, group time. • Repeat back what has been to either; expand the sentence; complexity or length, add a different vocabulary word or modelling the correct grammar. • Encourage talking by commenting and giving choices rather than questioning. • For older student's barrier games e.g., Guess Who, Battleships can support with developing sentence structures, grammar, and vocabulary. • Use of alternative methods of communication e.g., signing and picture exchanges can also support with getting message across. • Where the difficulty is with speech and/ or fluency. <ul style="list-style-type: none"> ○ Be honest. Don't pretend to understand if you don't. ○ Give reassurance that you want to understand and if you can't right now you will try later or try another way to understand. ○ Repeat back part of the message that you did understand and ask to repeat or draw; act out or gesture so you can model the words to make that message successful. ○ Allow time to try and find the words they want to say.
<p>Cognition and Learning</p> <p>(CL)</p>	<ul style="list-style-type: none"> • Being aware of times of the day that may be more difficult. • Reduce background noise e.g., keep classroom door closed so that there are no competing noises. • Focus the child's attention to the task by saying their name. • Use visual cues to let child/ young person know when they need to make a particular effort to listen.

- Be an interesting speaker e.g., show enthusiasm, use body language to emphasise points, vary pitch, volume, and intonation.
- Give information in short chunks, repeat, and give time for processing:
- Provide a reason for listening.
- Give a listening partner who can remind what to do.
- Praise good listening.
- Regular, short breaks.
- Differentiation.
- Chunking, breaking tasks down.
- Visual timetables.
- Backward chaining. Chain parts of the task together (e.g., build the sequence at the last part of the task and working back so the child experiences success and then gradually work back to increase more elements until they can do the entire task).
- Named instructions.
- Asking the child to repeat back what activity they are going to do.
- Use of timers, so they know they only must focus for a comfortable amount of time.
- Individualised timetables.
- To be at the optimum arousal level for learning some children will need access to sensory equipment e.g., fiddle toys, wobble cushions.
- Assessment through teaching to identify the areas of need in consultation with the learner.
- Teaching skills to fluency and promoting generalisation of learning across contexts.
- Teaching metacognition to help the child develop awareness of how they learn and effective strategies.
- Mediated learning to ensure learning is accessible with specific feedback to bridge new learning.
- Clear and simple instructions, breaking down longer.
- Visual timetable.
- Visual cues and prompts.
- Social stories.
- Give time before response is needed.
- Pre-teaching e.g., provision of a TA to help prepare the learner for the new topic.
- Shared next steps, so they know what to expect.
- Differentiated resources that teach the curriculum appropriate to the child not their chronological age (e.g., year five child may be accessing year one objectives in the same context).
- A neuro-diversity approach to celebrate the strengths of each learner.
- Recognising and celebrating success in other areas of their life
- Adjustment, modification, and differentiation of the curriculum, right across the board, to enable the learner to fully access the curriculum.
- Active learning, concrete, pictorial, and pragmatic approach to learning.
- Emphasis on self-actualisation, activities designed to develop skills which will support them to become independent learners.
- Support to manage self-esteem, celebrations of strengths, reinforcement of success.
- A direct teaching approach which focuses on high quality, explicit and systematic instruction.

	<ul style="list-style-type: none"> • Use of a structured approach using task analysis that ensures one skill is taught at a time (e.g., targeting the reading of certain word rather than targeting both reading and spelling at the same time), mixing new and old learning to minimise forgetting and increase confidence (this is called interleaved learning). • Distributed practice, which means a 'little and often' approach using short frequent teaching sessions (for example, five 10-minute teaching sessions are often more effective than one longer 50-minute teaching session). The Education Endowment Fund's Key Stage 2 literacy guidance recommends brief interventions of "about 30 minutes" three to five times per week. Sessions should be regular and maintained over a sustained period, with careful timetabling to ensure consistent delivery. • Teach skills to fluency as well as accuracy (i.e., being accurate and quick), ensuring there are sufficient opportunities to practise skills before moving on. • Use of teaching activities which represent/ practise the actual skill being targeted (e.g., using real books for reading rather than phonics scheme books which limit texts to decodable words only). • Ensuring children are fully informed about what the intervention is and why they are doing it and including them in the monitoring of their progress and achievements (to develop meta-cognitive thinking skills). • Providing opportunities for children to generalise teaching from their intervention sessions throughout the day, ensuring that there are connections between the out of class intervention learning and classroom teaching. • Peer-assisted learning. • The adult delivering the intervention is experienced and has appropriate training in relation to the specific intervention.
Sensory and/or physical (SP)	<ul style="list-style-type: none"> • Deaf Awareness Training. • Ensure appropriate and consistent use of hearing aids and assistive technology. • Check that hearing aids are working • Seat in class with clear view of teacher's or communicator's face and any visual material used (this may not be the same fixed place for all activities) • Ensure that the child or young person is face on when you are giving instructions. Try not to move around the room whilst talking as they may use lip-reading and visual clues to support their hearing. • Instructions delivered clearly and at an appropriate volume. • Check the lesson content has been heard and understood, particularly when delivering new information, instructions, or homework; and, or using unfamiliar vocabulary. • During class discussions allow only one student to speak at a time and indicate where the speaker is. E.g., you could pass around a classroom microphone to make class discussions more accessible for a deaf/ hard of hearing child. • If students are to be asked to work together, arrange the seating so that the students can see everyone by putting chairs in a circle or horseshoe shape. • Repeating or rephrasing pertinent comments made by other learners ensuring the student accesses those comments. • Visual reinforcement (pictures and handouts), to support learning. • Be aware that during P.E. or games lessons it will be more difficult to follow instructions. • Words spoken on an audio/ visual recording may need a person to repeat what is being said, provide written copy and, or use subtitles. • Carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise. • Seat away from any source of noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc.

	<ul style="list-style-type: none"> • Encourage good listening behaviour: sitting still, looking, and listening. • Encouraged to ask when not sure what to do. • A quiet working environment, particularly for specific listening work. • All staff who work with a learner with HI should be made aware how best to support in school. • Staff to work together with other professionals to share strategies and advice to support the child. • Encourage good listening behaviour: sitting still, looking, and listening. • Encouraged to ask when not sure what to do. • A quiet working environment, particularly for specific listening work. • All staff who work with a learner with HI should be made aware how best to support in school. • Staff to work together with other professionals to share strategies and advice to support the child. • Encourage independence. • Remove obstacles so that the student can move freely from lesson to lesson. • Encourage support for the student from classmates. • Address physical access issues such as ramps, toilets, lifts, and classroom layout. • Incorporate advice from the occupational therapist in the student's programme. • Encourage use of any specialist equipment that learner has. • Allow extra time to complete tasks. • If students use wheelchairs, where possible place yourself at their eyelevel when talking to them • Seat in class facing away from seeing people coming in and out of the class. • Reduce the amount of exposure to bright colours or lighting by positioning away from posters or lamps in class. • Fidget toys or stress balls can help calm learners. • Sucking on a bottle or through a straw can promote deep breathing which is calming. • Chewing on something tough or chewy can be calming. • Ear defenders help learners who find auditory input difficult to process. • Have a 'smelly' bag to provide a positive smell for those learners sensitive to smell. • 'Calming' corner in the classroom (that can be accessed as and when needed). • Provide frequent movement opportunities including helping to pass out resources and books. • Movement breaks that are very specific such as 10 star jumps or two laps of the field to prevent over-stimulation. • Provide exposure to bright colours and moving objects if appropriate in class. • Position the learner in larger groups and the middle of walking lines. • Moving sit cushions allow for movement while seated. • TheraBand on the legs of chairs gives feedback while seated.
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Regular use of positive praise • Whole class reward system • Clear rules and expectations • Well planned transitions both within class and the wider school environment • Opportunities to develop team work

	<ul style="list-style-type: none"> • Adults that model and explain • Adults to model making mistakes and how we can learn from them • All children have the opportunity to work without an adult • Regularly planned circle times • Opportunities to reflect and act on feedback
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SEN Support - Targeted Provision is additional provision, that normally takes place in class or in the form of small group interventions. The aim of these is to accelerate progress and enable students to work at age-related expectations. These provisions will be put in place following careful analysis of progress data and/or teacher identification.

EHCP Support - Personalised Provision is specific and targeted interventions for students with SEND who have been identified as requiring additional support by the local authority. Targets will be put in place from the child's EHCP, enabling the student to make appropriate progress and flourish. This will involve provision such as focused teaching activities that tackle fundamental errors and misconceptions and enable the student to make further progress.