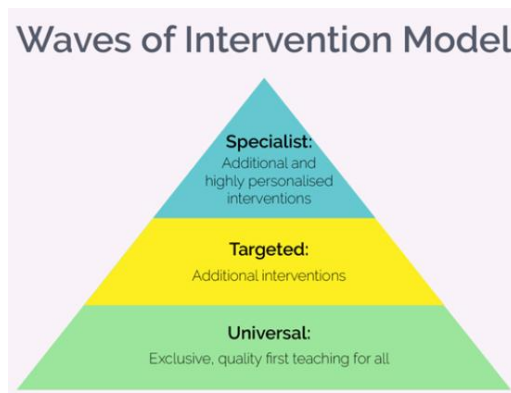


2026/2027 Provision Map – Locks Heath Infant and Nursery School

Our provision map is arranged in three 'waves' of teaching as described in the 'Waves of Intervention' model. This describes how different levels of intervention can be understood and systematically implemented.

The Hampshire County Council document "Ordinarily available provision and special educational needs and disabilities support guidance" should be read alongside, to further explain the range of support on offer to our children.

Universal (Wave 1)	Targeted (Wave 2)	Specialist (Wave 3)
Universal support describes high quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated or scaffolded work and creating an inclusive learning environment.	Targeted support describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. In some cases we may take advice from outside agencies to enable us to target support for children at Wave 2.	Specialist targeted support describes provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions, a high level of staffing or the involvement of outside agencies. Many children receiving Wave 3 provision will be classified as having a learning, developmental or physical difference (SEN) When a child has a higher level of 1-1 support, the class teacher still maintains overall accountability and responsibility for that child.



Area of Need	Universal – High quality inclusive teaching for all children	Targeted – Catch Up, Keep up additional interventions to enable children to work at age related expectations	Specialist – Additional and highly personalised interventions
Communication and Interaction	• Good communication with parents through both informal and formal means • School council to promote pupil voice • High expectations of behaviour and effort • Visual timetables • Modelling good speech, with simplified language being used where appropriate • Personalised approach to support the needs of individual children • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language and instructions, chunking instructions, processing time • Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving • A range of strategies used that will help child to overcome barriers to learning e.g. use of models, images, pre-teach, dual coding	• Social skills intervention groups – Talkabout and Time to Talk groups promoting turn taking, listening and sharing • Social stories • Nursery Narrative programme • You are a social detective! • Pre-teaching of vocabulary and skills • Social communication groups • Speech and Language support assistant to deliver support programmes to small groups	• Targeted support from outside agencies • 1:1 additional adult support • 1:1 speech therapy sessions • Support for alternative forms of communication, e.g. Makaton, PECS • Flexible timetable • Now and next boards • Visual prompt cards • Social stories • Daily reinforcement or pre-teach • Access to ICT equipment • Friendship groups • Use of 'Supporting Complex Learners in mainstream schools' modules Where needed, individual and personalised support is given within the setting to access the curriculum at a differentiated level Involvement with outside agencies: • Speech and Language Therapy • Educational Psychologist

	• Use of 'talk partners' to promote peer tutoring and learning • Children encouraged to access resources independently • Organisation of the classroom environment is conducive for learning • Interactive displays which promote and support the learning and display children's work • Structured and consistent school and class routines • Use of symbols / visual prompts • Relational Behaviour policy used consistently across the school • Positive praise and behaviour strategies used by all adults • Communication with parents to celebrate the diversity of our school community • Assemblies celebrating our uniqueness		
--	--	--	--

Area of Need	Universal – High quality inclusive teaching for all children	Targeted – Catch Up, Keep up additional interventions to enable children to work at age related expectations	Specialist – Additional and highly personalised interventions
Cognition and Learning	• Good communication with parents through both informal and formal means • Broad and balanced curriculum • Exciting topics with opportunities to be creative and investigate • Assemblies, trips and visitors to inspire • School council to promote pupil voice • Attainment and progress of all children tracked throughout the year • High expectations of behaviour and effort • Learning displays for reference by the children; taught sessions on how to access the support materials provided and ongoing prompts to encourage independence in children • Visual timetables • Reading books and key word resources matched to individual reading levels • Personalised learning resources to motivate • Verbal feedback on progress and what steps can be made to improve • Quality first marking informing children of their	• Intervention groups tailored to the needs of individuals/groups of children • Catch up, keep up groups: re-learn and pre-teach • Write from the start programme • Additional handwriting practice • Additional 1:1 reading • Pre-teaching of vocabulary and skills • Extra resources/equipment to support learning • Precision teaching	• Targeted support from outside agencies • 1:1 bespoke learning programmes as specified by Education, Health Care Plans • 1:1 additional adult support as specified by Education, Health Care Plans • Coloured overlays, paper, large print books and exercise books • Visual organiser, now and next board • Writing slopes • Access to ICT equipment • Use of 'Supporting Complex Learners in mainstream schools' modules Where needed, individual and personalised support is given within the setting to access the curriculum at a differentiated level Involvement with outside agencies: • Educational Psychology • Specialist Teacher Advisory Service

	next steps, developing into the opportunity for children to spot errors and correct their own work independently • Daily practise time to consolidate key skills • Use of a range of maths equipment – numicon, diennes etc to provide a visual reference for maths learning • Support materials – letter/word mats, number formation prompts • Personalised and differentiated approaches to support the needs of individual children • Organisation of the classroom environment is conducive to learning • Equipment and resources clearly labelled and accessible • Word banks • In class support from teacher/LSA • Communication with parents to celebrate the diversity of our school community • Assemblies celebrating our uniqueness		
--	---	--	--

Area of Need	Universal – High quality inclusive teaching for all children	Targeted – Catch Up, Keep up additional interventions to enable children to work at age related expectations	Specialist – Additional and highly personalised interventions
Social, Emotional and Mental Health	• Good communication with parents through both informal and formal means • Whole school relational behaviour policy • Discreet PSHE lessons based on the 'Jigsaw' scheme • School council to promote pupil voice • High expectations of behaviour and effort • Use of PACE approach • Visual timetables • Personalised approach to support the needs of individual children • Mindfulness/quiet area in the playground • Daily emotional register • Whole staff training on Attachment and Resilience • Whole staff training on Behaviour Management • Staff trained in de-escalation and positive handling strategies • Attendance monitored • Communication with parents to celebrate the diversity of our school community • Assemblies celebrating our uniqueness • Dedicated calm space room for children to access	• Social stories • Social skills groups • Access to members of staff for friendship/self-esteem/confidence/anger management • Structured lunchtimes and playtime. • Transition planning, support and liaison	• Targeted support from outside agencies • 1:1 additional adult support to proactively and reactively respond to the needs of the child • Playground support • Sensory toys and quiet areas as required • Access to own 'safe spaces' when needed • Sensory circuits • Friendship groups • 1:1 targeted support to address social and emotional needs as specified by Education, Health Care Plans • Flexible timetabling • Now and next boards • Highly personalised learning linked to areas of interest • Home/school book for daily communication • Positive support plans • Use of 'Supporting Complex Learners in mainstream schools' modules Involvement with outside agencies: • Educational Psychology • Primary Behaviour Support • CAMHS

Area of Need	Universal – High quality inclusive teaching for all children	Targeted – Catch Up, Keep up additional interventions to enable children to work at age related expectations	Specialist – Additional and highly personalised interventions
Sensory and/or physical needs	• Good communication with parents through both informal and formal means • School council to promote pupil voice • High expectations of behaviour and effort • Medical protocols in place for children with medical needs • Medical training available when required • Staff awareness and understanding • Visual timetables • Personalised approach to support the needs of individual children • Accessible environment • Carpeted classrooms to reduce background noise • Use of pencil grips • Communication with parents to celebrate the diversity of our school community • Assemblies celebrating our uniqueness	• Gross motor skills groups • Fine motor skills groups • Fine and gross motor skills programmes • Use of NHS Children's Therapy pack • Write from the start programme • Additional handwriting practice • Writing slopes • Access to areas which are as free from distraction as possible • Medical support	• Targeted support from outside agencies • 1:1 additional adult support as specified by Education, Health Care Plans • Personalised toileting plans • Sensory toys and quiet area as required • Sensory circuits • Seat wedges, wobble cushions • Individual physiotherapy activities as required • Adaptations to resources and the environment for children with hearing, visual or physical differences • Adaptations to PE planning and/or support in PE sessions • Medical support tailored to individual needs • Use of 'Supporting Complex Learners in mainstream schools' modules When needed, training would be required, but obtained for the following: • Physiotherapy programme • 1:1 adult support to access the school environment and learning • 1:1 medical support to monitor blood sugar

			levels/food intake etc for pupils with diabetes • 1:1 adult support to check and maintain hearing aids and devices • 1:1 adult support to check oxygen levels • Access to trained staff to support medical condition Involvement with outside agencies: • Specialist Teacher Advisory Service • Physiotherapy • Occupational Therapy
--	--	--	--