



Walsh Infant and Junior School Provision Map 2026-2027

All staff at Walsh Infant and Junior School will follow the Graduated Response:



Provision in school is organised into three waves of intervention:

Universal – Wave 1 All children have access to High Quality Inclusive Teaching which takes into account the learning needs of all children in the classroom.

Targeted – Wave 2 Some children will need additional programmes and/or planned support, designed to accelerate learning.

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

Vision for SEND at Walsh Infant and Junior School: Walsh Infant and Junior School is a friendly, caring and inclusive community of learners. At Walsh Infant and Junior School, we are dedicated to achieving and celebrating success for all and we believe all teachers are teachers of SEND. We offer an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We aim to work closely with parents/carers to identify and remove possible barriers to learning and to ensure that all pupils have access to a broad and balanced curriculum. We ensure all children are enabled to develop, learn, participate and achieve the best possible outcomes and are well prepared for the next stage of their education.

Universal – Wave 1

High Quality Inclusive Teaching Provision

All teachers are responsible and accountable for the progress and development of all pupils in their class.

- We create a positive and supportive environment for all pupils without exception
- We are an inclusive school that removes barriers to learning and participation
- We provide an education that is appropriate to pupils' needs
- We promote high standards and the fulfilment of potential for all pupils
- We promote positive relationships, active engagement and wellbeing for all pupils
- We ensure all pupils can access the best possible teaching
- We adopt a positive and proactive approach to behaviour

Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
<p>Individual instructions given to check understanding</p> <p>Modelling a choice of responses</p> <p>Visual reminders/ prompts</p> <p>Key words/ vocabulary with visual prompts</p> <p>Minimise abstract vocabulary</p> <p>Activities and listening broken up into manageable chunks</p> <p>Time given to gather thoughts – extra processing time</p> <p>Support with social skills</p> <p>LSAs used effectively to give further/ simplified explanations and to support pupils to ask and answer questions</p> <p>Use of talk partners</p>	<p>Engaging, stimulating lessons</p> <p>Use of I do/ we do/ you do for all learning</p> <p>Scaffolded learning</p> <p>English focus groups with adult support</p> <p>Maths focus groups with adult support</p> <p>Daily Little Wandle Phonics lessons in EYFS/ KS1</p> <p>All children read with an adult at least twice a week</p> <p>Small group Literacy and /or Numeracy support</p> <p>“Chunking” tasks</p> <p>Modification of the classroom environment</p> <p>Use of word banks and phonics sound mats to support writing</p> <p>Peer and adult support</p> <p>Key vocabulary taught for each unit through Knowledge Organisers and learning walls</p> <p>Pre-teaching topic vocabulary</p> <p>Visual resources to support understanding</p>	<p>Our school is fully accessible</p> <p>Accessible toilets</p> <p>Easy access to resources</p> <p>Suitable desks and chairs at age appropriate heights</p> <p>Regular handwriting sessions</p> <p>Extra fine /gross motor activities</p> <p>Writing slopes</p> <p>Right and left handed scissors/ special adapted scissors</p> <p>A range of pencils and pencil grips</p> <p>Dough disco</p> <p>Movement breaks</p>	<p>Christian values underpinning all teaching and learning and behaviours for learning</p> <p>Access to our trained ELSAs</p> <p>Zones of Regulation in every classroom</p> <p>Extra individual adult support for attention difficulties or to reduce anxiety</p> <p>Visual timetable in each classroom</p> <p>Classroom routines and rules</p> <p>Reward systems – stickers, golden tickets, Star of the Week certificates</p> <p>Appropriate scaffolding to ensure children are motivated to learn and to minimise emotional, social and behavioural needs</p> <p>Individual greetings for each child every morning</p> <p>Individual provision for children with attachment or transition support</p> <p>Safe spaces</p> <p>Nurture room</p> <p>Responsibility roles such as Busy Bees in Y2, Class Leaders, collecting books at the end of the lesson</p> <p>School Council</p>

	Use of 'Magic Maths' trays with manipulatives Using technology effectively Clear learning objectives shared with all Close the gap instant interventions support children to embed learning Flexible groupings Regular learning walks take place by SLT/ SENCo Regular CPD for all staff Red clipboard interventions – same-day support to consolidate learning		Use of pupil voice School behaviour policy and procedures Logging systems and behaviour tracking to identify any patterns and trends for individual children Children have their own pegs – these may be placed according to individual needs Calm box/ busy box in each classroom Ground Force (KS2)
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Targeted – Wave 2

Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
Specialist Teacher for Inclusive Practice (STIP) involvement Speech and Language Therapy with our school therapist – Mrs Tania Anderson Time to Talk programme Language for Thinking Concept Consolidation Use of Widgit symbols/ visual prompts to help communication Pre-teaching of key topic vocabulary in school and also shared with parents/ carers Use of Makaton Social skills groups – sharing/ taking turns/ developing friendships Supervised lunchtime activities indoors Social stories Comic strip conversations Now/ next boards Task boards Lego Therapy	Specialist Teacher for Inclusive Practice (STIP) involvement Five Minute Box : Literacy Five Minute Box : Numeracy Precision teaching for reading/ spelling/ maths Increased scaffolding Little Wandle Phonics catch-up groups Colourful Semantics Literacy for All	Specialist Teacher for Inclusive Practice (STIP) involvement Sensory circuits Start to Write programme Jump Ahead activities Occupational Therapy programme activity booklets Additional handwriting sessions Clicker 8 used to support where necessary Fine motor skills programme Gross motor skills programme	Specialist Teacher for Inclusive Practice (STIP) involvement Social skills group Play time and lunchtime support ELSA support Emotional support within class in response to need Individual visual timetables Now/ next boards Social stories used to support in school and shared with parents. Social stories made to support parents at home Individual 'meet and greet' at the door when needed Access to The Hive for emotional support and regulation (Junior)

Attention Autism – bucket time Colourful Semantics (EYFS/ KS1) Talkboost programme (EYFS) ELKLAN (KS2)			
Specialist – Wave 3			
Communication and Interaction	Cognition and Learning	Sensory and/ or Physical	Social, Emotional and Mental Health
Speech and Language Therapy Programmes with Surrey therapists Assessments and advice from Educational Psychologist Support and advice from Freemantles Outreach Specialist Teacher for Inclusive Practice (STIP) involvement	A structured and personalised learning programme Assessments and advice from Educational Psychologist Use of ICT to support individual need eg Clicker 8 Specialist Teacher for Inclusive Practice (STIP) involvement	Occupational Therapy support and programmes Physiotherapy support and programmes Advisory Teacher for Physical Disability support Use of specialist equipment Liaison with medical specialists Specialist Teacher for Inclusive Practice (STIP) involvement	Primary Mental Health Support Team LSA trained as Senior Mental Health lead Access to Mental health Team (wellbeing practitioners) Barnardos (ADHD Nurture Group) Young Carers support SEARCH nurture programme CAMHS support and referral Assessments and advice from Educational Psychologist Support and advice from Freemantles Outreach Support and advice from National Autistic Society Specialist Teacher for Inclusive Practice (STIP) involvement Access to Alternative Provision
Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.	Statutory Assessment for an EHCP (Education Health Care Plan) If all the above support is in place and there is little progress an application for an EHCP may be made.

Reviewed October 2026
To be reviewed – October 2027

