



Chiltern Wood School

Whole School Provision Map

Levels of Support

Provision provided to our pupils can be divided into three levels of support: Universal, targeted and specialist

Universal	Targeted	Specialist
Universal provision is the quality first teaching and embedded practice we would expect to see in all / most of our classrooms. It is useful to note, that quality first teaching in a specialist setting looks different to the quality first teaching in a mainstream setting. This provision is delivered at an approximate ratio of 1 adult to 3 pupils.	Targeted support and interventions that require specialist knowledge. This could be delivered by the class team under the supervision of specialist teachers, professionals or therapists. This provision is delivered at an approximate ratio of 2 adults to 3 pupils.	Specialist support is used for pupils whose needs cannot be met through universal and targeted provisions. At this level the pupil will receive direct and/or individualised treatments by therapists of specifically trained individuals. This provision is delivered at an approximate ratio of 1 or more adults to 1 pupil.

Pupils who access this level of support may be described as:

Universal	Targeted	Specialist
<p>Pupils with significant complex, high cost needs. Pupils will require some targeted support beyond what is available in a mainstream classroom. Interventions may require additional / specialist staff, attendance in groups or provision outside of the mainstream classroom. Management plans and direct intervention will address needs underpinning presenting behaviours.</p>	<p>Pupils with severe-complex, high cost needs. Pupils will require regular support beyond Chiltern Wood's universal provision. Some of this support will be direct, targeted interventions requiring additional specialist staff to monitor this or deliver interventions themselves. Management plans and direct intervention will address needs underpinning presenting behaviours.</p>	<p>Pupils who access this level of support may be described similarly to those under targeted support, however, this provision is only deliverable via individual support 100% of the time; 50% of this time is direct 1:1 intervention.</p> <p>Occasionally, there may be pupils that require exceptional support and direct staffing permanently above 1:1.</p>

In order to deliver the above provision effectively, Chiltern Wood has several therapeutic professionals hired directly or contracted, including:

- 4 x Speech and Language Therapists
- 1 x Speech and Language Specialist Teacher
- 3 x Occupational Therapists
- 2 x Occupational Therapy Technicians
- 1 x Physio and Occupational Therapy Assistant
- 1 x Special School Nurse
- 1 x School Counsellor
- 1 x Learning Mentor

Therapeutic professionals work with our pupils in the following ways:

Universal	Targeted	Specialist
<p>Therapeutic professionals may or may not have stated hours on the EHCP up to 14 hours. This is used in an advisory capacity. The professional will observe the pupil half termly and provide advice and support to the class team. The class team will implement this advice on a daily basis. Hours will also be used to liaise with class teachers in target setting twice a year, as well as a formal observation and report at annual review.</p>	<p>In addition to universal provision, the pupil may have an identified need that requires small group or individual specialist input. This may be facilitated by the class team under the direct supervision of professional, or delivered by therapeutic assistants.</p>	<p>In addition to universal and targeted provision, a pupil may have a specific need which requires additional stated hours or direct professional input. This work is carried out directly by the professional either 1:1 in the classroom, or in an alternative space.</p>

Below you will find provision and expected outcomes, categorised by area of need.

Communication & Interaction

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Environmental symbols • Consistency of environment and adults • Total communication approach (Makaton, environmental symbols, lanyards) • Timetables and task strips • Reduced language • Low arousal environment • Soft play • Singing hands (whole class) • Clicker 8 (whole class use) • Grid 3 (whole class use) • Transactional supports such as countdown boards, now next, red / green schedules, group plans • Colourful semantics / Fitzgerald key / Shape coding / Project core used in a whole-class environment • Communication profiles • SCERTS ethos 	<ul style="list-style-type: none"> • Touch cues • Rebound therapy delivered by trained staff (small group) • Story massage (small group) • Intensive interaction (individual, within classroom) • Small group music therapy delivered by class staff • Singing hands (small group) • Clicker 8 (specific to small group needs) • Talking Mats (small group) • Picture Exchange Communication as recommended by speech and language team, delivered by trained staff • Communication supports such as: Colourful semantics / Fitzgerald key / Shape coding / Project Core (specific resources for individual children) • SmiLE therapy • Size of the problem group • Lis'n tell story telling 	<ul style="list-style-type: none"> • Personalised augmentative and alternative communication (AAC) software and hardware accessed/designed by speech and language therapist such as: Grid 3 / Proloquo / Clicker 8, LAMP, TouchChat • Communication tools such as: switches, E-Tran frames, objects of reference, speech generating devices, personalised real pictures • Eye gaze technology • Touch cues (on body signs) • Picture Exchange Communication Stage 1 as recommended by speech and language team, delivered by trained staff or therapist. • Communication supports such as: Colourful semantics / Fitzgerald key / Shape coding / Project Core (individual learning) • Rebound therapy delivered by trained staff (individual) • Intensive interaction (individual, alternative environment) • Music therapy delivered by Music therapist • Talking Mats (individual, with trained staff) • Story massage (individual) • Specific sensory interventions (MSI,VI,HI) • 3D Symbols and bespoke visual supports • Speech sounds therapies such as: Nuffield, Dyspraxia Approach, Cycles approach, minimal pairs • Language, speech sound and social skills assessments.

Outcomes:

- ✓ To express wants, needs and rejections and comment on the world around them
- ✓ To increase understanding and interest in of turn taking, and social and conversational rules
- ✓ To experience and engage in positive touch
- ✓ To develop an early awareness of consent
- ✓ To relate to, and enjoy the company of others
- ✓ To increase joint attention and focus towards adult-led tasks
- ✓ To build bonds and trust between pupils and between pupils and adults
- ✓ To join in with repeated refrains, fill gaps and comment
- ✓ Improve mood and wellbeing
- ✓ To build interest in engagement in others
- ✓ To integrate ICT skill with functional communication
- ✓ To increase understand of cause and effect
- ✓ Access to early ICT skills
- ✓ To broaden vocabulary
- ✓ To develop an understanding of, and the use of Makaton signing
- ✓ To explore and express feelings, views, and aspirations.
- ✓ To set personal outcomes and targets.
- ✓ To support and prepare for transitions such as moving class or school
- ✓ Improve communication and investigation of potentially sensitive or difficult issues, such as safeguarding.
- ✓ To transition successfully from activities or places
- ✓ To improve receptive and expressive language skills
- ✓ To use augmentative and alternative communication means

Joint Attention

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Whole-class Attention Autism “Bucket” • SCERTS ethos: motivational and enticing stimuli that invites children to learn • EYFS approach: planning according to children’s interests • Reduced activity time • Visual & auditory supports such as group plans. • Meaningful tasks relevant to child’s life and future • Movement breaks • Touch cues • Whole class sensory story • Whole class sensory songs 	<ul style="list-style-type: none"> • Small group Attention Autism “Bucket” (up to 3) • Small group music therapy delivered by class staff • Story massage (small group) • Intensive interaction (individual, within classroom) • Small group sensory story • Small group sensory songs 	<ul style="list-style-type: none"> • Individual Attention Autism “Bucket” • Small group music therapy delivered by Music therapist • Story massage (individual) • Intensive interaction (individual, alternative environment) • Individual sensory story • Eye gaze technology • Switch technology
<p>Outcomes:</p> <ul style="list-style-type: none"> ✓ To experience and engage in positive touch ✓ To develop an early awareness of consent ✓ To relate to, and enjoy the company of others ✓ To become a competent communicator ✓ To increase joint attention and focus towards adult-led tasks ✓ To build bonds and trust between pupils and between pupils and adults ✓ To experience the joy of stories, rhymes and poems ✓ To join in with repeated refrains, fill gaps and comment ✓ Engage in turn-taking ✓ To participate in a motivating group activity ✓ To increase independence in activities through modelling and repetition ✓ Improve mood and wellbeing ✓ To increase understand of cause and effect 		

Regulation / Sensory

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Regular movement breaks • Whole class OT diets such as lollipop, brushing • Low arousal approach • Transactional supports such a countdown boards, now next, red / green schedules, group plans • Low arousal calming spaces available at all times • Movement breaks • Sensory room (whole class) • Zones of regulation led by class staff • Meditation • Whole-class sensory story 	<ul style="list-style-type: none"> • Low arousal calming spaces used regularly as part of a sensory diet • Regulation needs referred to on behaviour support plans • Sensory diet as advised by OT that can be delivered in a small group • Small group sensory circuits as advised by an OT • Sensory room (small group) • Whole class Zones of regulation led by SALT • Small group Zones of regulation led by class staff • Small group sensory story • Small group TAC PAC / Handy PAC (PMLD pupils only) • Structured sensory regulation programme as recommended by OT • Whole class sensory circuits as advised by an OT 	<ul style="list-style-type: none"> • Body awareness programme delivered by occupational therapist • Sensory diet / co-regulation as advised by OT that is delivered individually • Whole class or small group sensory circuit delivered by OT. • Sensory room (individual, as recommended by behaviour team or OTs) • OT swing as advised by OTs supported by trained class staff • Individual sensory story • Individual TAC PAC / Handy PAC (PMLD pupils only) • Fun with Food therapy delivered by therapist or • Small group Fun with Food therapy delivered by class staff, following block of input modelled to staff by OT – feedback after every session is shared with OT who prepare the sessions and monitor to progress as identified • Deep pressure massage programme to improve proprioception before an activity • Oro-motor programmes • Sensory resources and equipment as recommended by OT • Structured sensory regulation programme devised, modelled and recommended by OT – specialist training provided into classes to support targeted carryover

Outcomes:

- ✓ To understand and increase awareness of body feelings and emotions
- ✓ To develop a tool kit of self-support to help with body feelings and emotions
- ✓ To develop understanding of others' feelings and emotions, and how our actions can influence
- ✓ To develop early interoception skills
- ✓ For children to accept co-regulation and build self-regulation skills over time
- ✓ To alert (vestibular and proprioceptive stimulation), organise (motor sensory processing) and calm (Proprioceptive and deep pressure) before engaging in work
- ✓ To improve gross motor skills and spatial awareness
- ✓ To transition successfully from activities or places
- ✓ For pupils to manage activities starting and coming to an end
- ✓ To express likes, dislikes and feelings
- ✓ Exposure to various textures, tastes, visuals, and sounds
- ✓ To reduce tactile defensiveness
- ✓ To increase understand of cause and effect
- ✓ To reduce anxiety and stress
- ✓ To develop and support executive functioning skills
- ✓ To increase food tolerance and accepted variety
- ✓ To build trust and acceptance of help in times of dysregulation

Independence (life Skills)

Universal	Targeted	Specialist
<ul style="list-style-type: none"> Community activities such as, gardening, swimming, shopping Meal preparation Work experience Enterprise activity Life skills and independence embedded into curriculum at all ages including handling money Relationships and Sex Education Toilet training Independent living skills education: cleaning, bills, washing etc Travel training (secondary only) 	<ul style="list-style-type: none"> Specialised cutlery / crockery as recommended by OT Specialist puberty support as recommended by community nurse. Specialist toilet training support as recommended by community nurse Specialist advice to progress self-help skills as recommended by OT – added this is in the form of both written (posters) and verbal advice 	<ul style="list-style-type: none"> Specialist hygiene routines (e.g. the use of hoists) Chef-led cooking sessions Fun with Food therapy delivered by therapist or Small group Fun with Food therapy delivered by class staff, following block of input modelled to staff by OT – feedback after every session is shared with OT who prepare the sessions and monitor to progress as identified Eye gaze technology Switch technology Minor adaptive equipment assessed and recommended by OT Sailing (6th form only)
<p>Outcomes:</p> <ul style="list-style-type: none"> ✓ To increase awareness of everyday hazards in the community ✓ To increase self-care independence and protecting pupil's dignity ✓ To develop food preparation skills: chopping, grating, stirring, peeling ✓ To increase food tolerance and accepted variety ✓ To increase awareness of dangers in the home ✓ To communicate wants and needs with people in the community ✓ To develop independent living skills for the home ✓ To develop road safety awareness and knowledge of public transport ✓ To develop understanding of safe and unsafe strangers ✓ To increase knowledge of healthy eating habits ✓ To express likes and dislikes 		

Physical Development

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Movement breaks • Termly whole-class swimming lessons • Fine motor exercises (e.g. dough gym) • Gross motor exercises • Soft play (EYFS and primary only) • Forest School • Adult outdoor gym equipment • Walks in the community 	<ul style="list-style-type: none"> • Rebound therapy delivered by trained staff (small group) • Weekly hydrotherapy • Gross motor exercises as recommended by a physiotherapist (small group) • Fine motor exercises as recommended by an OT (small group) • Adapted forest school • Yoga • Booker Gymnastics Club • Small group whole-body exercises as recommended by an OT (bilateral integration, core and upper body strengthening, motor planning) 	<ul style="list-style-type: none"> • Daily physio programmes as recommended by Physiotherapist • Weekly hydrotherapy as recommended by physiotherapist with individual activities • Rebound therapy delivered by trained staff (individual) • Individualised equipment such as standing frames, specialist static seating, walkers, AFO's, Pedro boots and helmets as recommended by Physiotherapist and OT. • Horse Riding (pupil premium only) • Gross motor exercises as recommended by a physiotherapist (individual) • Fine motor exercises as recommended by an OT (individual) • Access to the learning environment via equipment such as standing frames, hoists, walkers, specialist static seating, slope boards (moving and handling training staff only) • Bespoke moving and handling programmes requiring <1:1 staffing per individual • Individual whole-body exercises as recommended by an OT (bilateral integration, core and upper body strengthening, motor planning)
<p>Outcomes:</p> <ul style="list-style-type: none"> ✓ To support bilateral use of the hands in order to participate in daily living tasks. ✓ To improve core strength, muscle tone and flexibility, leading to increased control of body movements and balance. ✓ Improve gross motor and fine motors skills 		

- ✓ To include exercise as part of a healthy lifestyle
- ✓ Maintain or improve physical mobility
- ✓ Pain management
- ✓ To increase water confidence and water safety skills
- ✓ Relaxation & improved mood
- ✓ Increased social interaction
- ✓ To develop independent dressing skills
- ✓ To increase confidence and emotional awareness in an alternative setting
- ✓ To explore a healthy engagement with risk
- ✓ To negotiate the environment safely
- ✓ Increased access to community
- ✓ To develop hand-eye coordination
- ✓ To develop understanding of cause and effect

Literacy

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • All writing to be symbolised using Widget • Sound buttons / Phonics mats / Dictionary / Big write • Environmental symbols • Group plans – writing scaffolds • Mark making activities in a variety of sensory materials • Fine motor activities • Visual timetable • Daily phonics • Whole-class stories, sensory stories, free reading, comprehension, micro stories, guided reading • Variety of reading materials including: magazines, comic books, games, online games, reading schemes. • Whole class sensory story • Colourful semantics / Fitzgerald key / Shape coding / Project core used in a whole-class environment • Squiggle early writing program • Clicker 8 / Grid 3 – whole class use 	<ul style="list-style-type: none"> • Adaptive pencils as recommended by an OT • Wedges as recommended by an OT • Fine motor exercises as recommended by an OT (small group) • Dough Gym as recommended by OTs • Adapted stories using widget software • Story massage (small group) • Small group sensory story • Colourful semantics / Fitzgerald key / Shape coding / Project Core (specific resources for individual children) • Clicker 8 / Grid 3 (specific to small group needs) 	<ul style="list-style-type: none"> • Fine motor exercises as recommended by an OT (Individual) • Story massage (individual) • Individual sensory story • Eye gaze technology • Clicker 8 as a communication tool with supporting adult • See and Learn (individual, by trained staff) • Colourful semantics / Fitzgerald key / Shape coding / Project Core (individual learning) • Grid 3 on personal devices
<p>Outcomes:</p> <ul style="list-style-type: none"> ✓ To engage with written materials within daily living ✓ Expression through the joy of writing ✓ To express wants and needs through written communication ✓ To develop hand-eye coordination ✓ To experience and engage in positive touch 		

- ✓ To experience the joy of stories, rhymes and poems
- ✓ To join in with repeated refrains, fill gaps and comment
- ✓ Engage in turn-taking
- ✓ To become familiar with written and conversational sentence structure
- ✓ To develop phonetic knowledge
- ✓ To improve letter formation
- ✓ To explore early mark making with sensory materials
- ✓ To improve fine motors skills, and hand and finger strength
- ✓ To broaden vocabulary
- ✓ Access to early ICT skills
- ✓ To reduce tactile defensiveness
- ✓ Independent leisure
- ✓ To widen written vocabulary through whole-word reading

Social, Emotional and Mental Health

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • Zones of regulation led by class staff • Meditation • Low arousal approach • Low arousal calming spaces available at all times • Positive behaviour support • Friendship building activities • Social stories 	<ul style="list-style-type: none"> • Therapy dog visit in small group (registered dog with trained handler) • Low arousal calming spaces used regularly as part of a sensory diet • Whole class Zones of regulation led by SALT • Small group Zones of regulation led by class staff • Comic strip conversations lead by Learning mentor • Check in/monitoring support by Learning mentor • Friendship/playtime support groups led by trained staff • Debrief/resolution support led by familiar staff • Transition support workshops by SALT/Pastoral team 	<ul style="list-style-type: none"> • Talking Mats (individual, with trained staff) • 1:1 work with learning mentor • 1:1 work with school counsellor • Independent therapy dog visit (registered dog with trained handler) • Horse Riding (pupil premium only) • CAHMS follow up programmes • Body awareness programme delivered by occupational therapist • ELSA support • Talking and Drawing Individual or group sessions led by trained staff • Talking and Drawing therapeutic sand play led by trained staff • Debrief/resolution/circle of friends led by Pastoral Team • Life story work led by trained staff • Bereavement support (individual or group) by Music therapist/Therapy team and Pastoral team • Social behaviour map
<p>Outcomes:</p> <ul style="list-style-type: none"> ✓ To explore and express feelings, views, and aspirations. ✓ To set personal outcomes and targets. ✓ To support and prepare for transitions ✓ Improve communication and investigation of potentially sensitive or difficult issues, such as safeguarding. ✓ Pain management 		

- ✓ Support well-being
- ✓ To improve core strength, muscle tone and flexibility, leading to increased control of body movements and balance.
- ✓ To include exercise as part of a healthy lifestyle
- ✓ Relaxation & improved mood
- ✓ To increase confidence and emotional awareness in an alternative setting
- ✓ To support pupil communicating their wishes, feelings and needs effectively
- ✓ To support an individual to discover and communicate emotions through a non-directive technique
- ✓ To support and develop an individual emotional literacy
- ✓ To create a secure base for the child looked after to explore their past, present and future
- ✓ To support with the understanding of consequences for our actions

Health & Medical

Universal	Targeted	Specialist
<ul style="list-style-type: none"> • 6 rights of safe medication administration • Green eating and drinking recommendations, as made by dysphagia specialist SALT • All pupils have IHCP • Use of PRN medication (2:1) • First Aid • Multi-professional teams inform good practice (Paediatricians/Community Nurse LD/Dieticians) 	<ul style="list-style-type: none"> • Amber eating and drinking recommendations, as made by dysphagia specialist SALT (2:1 support needed) • Small group Fun with Food therapy delivered by class staff • Specialist school nurse support for pupils with IHCP • Additional Health Care Plans- e.g epilepsy • Giving regular prescribed medication (2:1) • Care for pupils with well-managed epilepsy 	<ul style="list-style-type: none"> • Gastrostomy feeding and venting • Jejunostomy feeding bile bag management • Red eating and drinking recommendations, as made by dysphagia specialist SALT and OT for postural management (1:1 support needed) • Type 1 Diabetes monitoring (supported by trained staff only) • Adaptation of environment to support pupils' medical needs such as flashing light/epilepsy • Special school nurse support with pupils additional Health care place • To support and follow end of life care plans provided by medical professionals • Daily implementation of oro-motor programmes to aid process of eating • Chest Physio as directed by physiotherapist • Pain management – staff trained in giving floating doses of drugs (oral, nasal, rectal) • Administering class A&B restricted drugs • Monitoring SATS • Use of specialist equipment such as AED (de fib) • Management and care for children with life limiting conditions • Specialist management of: shunts / pacemakers / tracheostomy / Hickman lines / PICC lines / cannulas / intractable epilepsy (poorly controlled) / Vagal nerve stimulator

Outcomes:

- ✓ All children can access education despite their complex medical needs
- ✓ To eat and drink as safely as possible
- ✓ To ensure children have access to the joy of eating with friends and family
- ✓ To ensure children remain safe and medical needs are accommodated for by trained staff
- ✓ Increase eating and drinking independence
- ✓ To ensure pupils have sufficient food and hydration
- ✓ To ensure pupils are safe and support with their medical needs
- ✓ Staff are trained to a high level to competently manage pupils medical needs
- ✓ Minor injuries are dealt with safely by trained staff in school
- ✓ Parents have confidence in staff ability/training and that children are safe in school