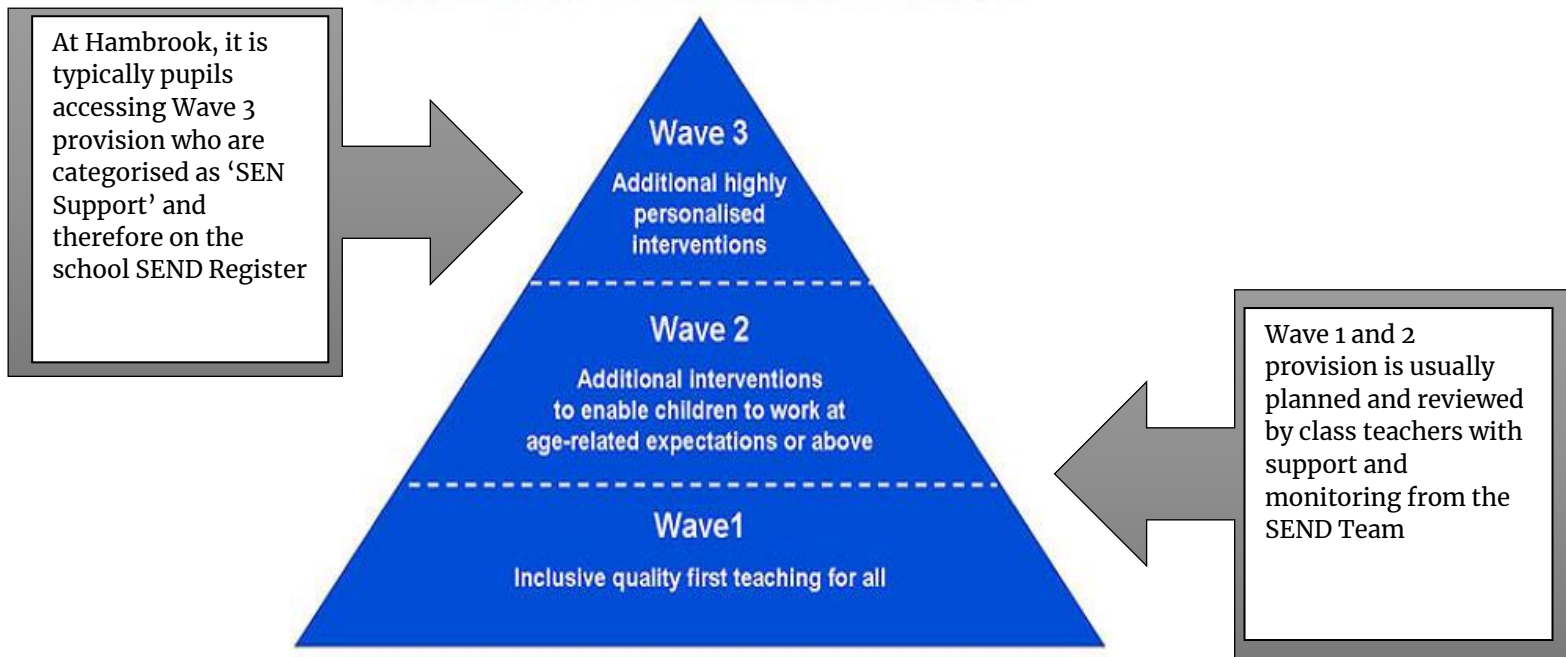




Whole School Provision Map



Waves of Intervention Model



<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Wave 2 is a specific, additional and time-limited intervention 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 children with similar needs.	Wave 3 is targeted 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 one to one or specialist interventions.

Each wave is broken down into Four Broad Areas of Need:

Communication and Interaction	Cognition and learning
<p>Social communication differences (including Autism). Children may have difficulties with:</p> <ul style="list-style-type: none"> • Understanding and using verbal and non-verbal communication. • Understanding social behaviours and expectations. This can impact on a child's ability to interact with other children and adults around them. • A reliance on structure and routine in their life. <p>Speech, Language and Communication Needs (SLCN). Children and young people can experience a range of difficulties that are linked with speech and language. This can include</p> <ul style="list-style-type: none"> • The production of speech. • Struggling with finding the right word or not being able to join words together in a meaningful way. • Problems communicating through speech. This may include difficulties finding the correct language to express thoughts and ideas that they are having. • Difficulties and delays in understanding or responding to verbal cues from others. • Understanding and using language in specific social situations. 	<ul style="list-style-type: none"> • Specific learning difficulties (SpLD) include a range of conditions such as dyslexia and dyscalculia. • Children who have needs in more than one of these areas are considered to have 'complex needs'. A child may also be described as having 'mild' or 'severe' learning difficulties depending on the degree of need and the impact this has on their lives. • Support for learning difficulties may be needed when children and young people learn at a slower pace than their peers. • Learning difficulties cover a wide range of needs. Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum. • Those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. • Pupils with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health	Sensory and/or physical needs
<p>Children and young people experiencing social, emotional and mental health difficulties may be:</p> <ul style="list-style-type: none"> • withdrawn or isolated • hyperactive and lack concentration • socially immature in relation to their peers • displaying challenging behaviour which could be arising from other complex special needs <p>Children may have mental health difficulties such as anxiety or depression. Self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained may also be present.</p> <p>Pupils may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder and may be frustrated and struggle with school routines and relationships.</p>	<p>Children with sensory or physical needs may have a disability, such as;</p> <ul style="list-style-type: none"> • physical disability • vision impairment • hearing impairment • multi-sensory impairment (both hearing and vision difficulties) • Dyspraxia <p>Pupils may need specialist equipment to access learning and other opportunities available to their peers.</p> <p>Pupils may also need support to help with daily tasks such as eating or travelling. This is sometimes referred to as habilitation support.</p>

The table below gives some examples of provision linked the areas of need and waves of intervention. This list is not exhaustive as we are continually developing our practice to reflect the needs of the pupils in our school. There may also be some overlap between the area of need targeted e.g. an intervention may target both language development and social skills.

Cognition and Learning		
Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning Pitched questioning Modelling of skills High expectations Clear success criteria 1:1 and group reading Guided writing Visual dictionaries Word mats ICT to support learning Writing frames Mathematics manipulatives Learning displays Challenge tasks Support from Teaching Assistant Different learning styles are adopted Dyslexia friendly classrooms Constructive feedback in line with school marking policy All children's progress and attainment is assessed and tracked throughout the year</p>	<p>Small group targeted maths, writing, reading comprehension and SPaG (Spelling, Punctuation and Grammar)</p> <p>Reading Explorers</p> <p>Additional reading with Teacher/TA</p> <p>Project Code (KS1 & KS2 reading & comprehension)</p> <p>Targeted phonics and booster groups</p> <p>Resources to enable access to learning e.g. Task boards, Now & Next, scaffolds, learning mats</p> <p>Pre-teaching of vocabulary and skills</p> <p>Inference Training</p> <p>Dyslexia Strategies Maps</p>	<p>1:1 support for core learning</p> <p>Support from Educational Psychology (EP)</p> <p>My Support Plan and/or Pupil Passport</p> <p>Nessy programme</p>

Communication and Interaction

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Modelled speech/language</p> <p>Modelled Interaction</p> <p>Targeted questioning</p> <p>Talking partners</p> <p>Group work</p> <p>Whole class circle time</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular parent/care communication</p> <p>Class and special assemblies</p> <p>Role play and Drama</p>	<p>Pre-teaching of vocabulary</p> <p>Small group speaking & listening sessions</p> <p>Resources to support language skills e.g word mats</p> <p>Friendship groups (including Circle of Friends)</p> <p>Talk Boost</p> <p>Time to Talk</p> <p>Bucket Play (Attention Autism)</p>	<p>Individual visual timetables</p> <p>Individual visual communication system</p> <p>Targeted work from Speech and Language Therapy e.g. language acquisition skills</p> <p>Advice from Inclusion Services</p> <p>Black Sheep Press (Speech & language programmes)</p> <p>Identiplay</p> <p>Autism Education Trust (AET) resources</p> <p>Pupil Passport and/or My Support Plan</p>

Sensory and/or Physical

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting, finger exercises</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p>	<p>Use of specialist equipment e.g. adapted keyboards</p> <p>Pencil grips</p> <p>Coloured overlays</p> <p>Weighted resources</p> <p>Wobble cushions</p> <p>Sloping boards for desks</p> <p>Small group motor skills e.g. Smart Moves</p> <p>Small group fine motor/handwriting support e.g Handwriting without Tears</p>	<p>Individual work station</p> <p>Targeted work from Health and Inclusion Services e.g. Occupational Therapy, Physiotherapy, School Nurse Team</p> <p>Individual support with self-care where appropriate</p> <p>Keyboard skills</p> <p>Sensory Circuits</p> <p>Sensory diet</p> <p>Movement & brain breaks</p> <p>Pupil Passport and/or My Support Plan</p> <p>Sensory breakout space</p>

Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons (Jigsaw) Whole school assemblies Class circle time Talking partners Class visual timetable Visual reward systems (Class Dojo) Breakout and quiet areas Timers & stress relievers Emotion/social resources Positive touch & peer massage Praise and high expectations Certificates Class Monitors, School council</p>	<p>Transition support e.g. visuals, reminders, countdowns, positive reinforcement, modelling</p> <p>Small group support at playtimes</p> <p>Small group social skills and games</p> <p>Now & Next visuals/language to engage and motivate</p> <p>Friendship support groups</p> <p>Lego Therapy</p> <p>Zones of Regulation</p>	<p>1:1 Emotional Literacy Programme (ELSA)</p> <p>Social Stories</p> <p>Signposting to counselling services</p> <p>Individual work station</p> <p>Personalised behaviour plans</p> <p>Targeted support & advice from – Inclusion Services CAMHS, Educational Psychology, Social Services</p> <p>Autism Education Trust (AET) resources</p> <p>Support during unstructured time e.g. lunchtimes, playtimes</p> <p>Key person</p> <p>Morning meet & greet</p> <p>Pupil Passport and/or My Support Plan</p> <p>Enhanced transition support</p>