

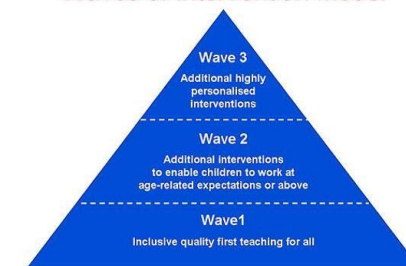


Hormead CofE VA First and Nursery School Whole School Provision Map 2021-22

A graduated approach: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Waves of Intervention Model



Wave 1	Wave 2	Wave 3
<p>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.</p>	<p>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.</p>	<p>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.</p>

This is broken down into four main categories of need:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

Cognition and Learning

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Personalised curriculum, for example presenting work in a different way</p> <p>Personalised practical resources</p> <p>High quality resources readily available</p> <p>Organised to enable independence</p> <p>Pitched questioning</p> <p>Modelling of skills</p> <p>High expectations</p> <p>Visual timetables</p> <p>Clear visual aids and prompts</p> <p>Pictures cues and prompts</p> <p>1:1 and group/whole class reading</p> <p>TA Support - English Progress</p> <p>TA Support - Maths Progress</p> <p>Word mats</p> <p>ICT to support learning</p> <p>Writing frames</p> <p>Learning displays</p> <p>Challenge tasks</p> <p>Different learning styles are adopted</p> <p>Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD)</p> <p>Next steps in marking</p> <p>All children's progress and attainment is assessed and tracked throughout the year</p> <p>Additional processing time</p> <p>Oral rehearsal and paired talk</p> <p>Long tasks broken down into smaller chunks</p> <p>Movement breaks</p>	<p>Small group focused TA support</p> <p>1:1 or small group</p> <p>Pre- teaching e.g. maths skills, key vocabulary.</p> <p>1:1 or small group consolidation of concepts/skills taught.</p> <p>Phonic groups</p> <p>Nessy Programme</p> <p>1:1 phonic support</p> <p>Reading Fluency groups</p> <p>Task boards to break down tasks into manageable chunks</p> <p>Precision Teaching</p> <p>'Now and next' board</p> <p>Coloured resources e.g. paper, overlays for reading</p> <p>Reading rulers and Number lines</p> <p>Numicon</p> <p>Alternatives to copy writing</p> <p>Music to aid concentration and focus</p> <p>Mind mapping to link concepts</p> <p>Phonics Regular, short sensory breaks</p> <p>High Level of TA support</p> <p>Coloured overlays</p> <p>Practical maths equipment</p>	<p>Intense (1:1) support in core and foundation subjects</p> <p>Support from Educational Psychology (EP) Attention Autism</p> <p>Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics</p> <p>Use of specialist programmes to make resources e.g. Communicate in Print</p>

Communication and Interaction

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>TA Support - Communication Needs</p> <p>Visual timetable</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>Key words/word banks</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>A range of questions used so children develop and give better answers</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular communication through informal and formal meetings eg. parent's evening</p> <p>Class and special assemblies</p> <p>Role play and Drama</p> <p>Differentiated recording strategies e.g. child uses pictures or scribe rather than prose</p> <p>Social stories</p> <p>Oral rehearsal/paired talk/talking boxes</p>	<p>Pre-teaching of vocabulary</p> <p>Communication Home/School books</p> <p>Colourful Semantic programme</p> <p>PECS</p> <p>Small social skills and/or friendship group with baseline assessment</p> <p>Paired or 1:1 curriculum tasks with differentiated support</p> <p>Individual work station and individual visual timetable</p> <p>Regular, short sensory breaks</p> <p>Forest school - language enrichment</p>	<p>Individual visual timetables</p> <p>Individual visual communication system Targeted work from Speech and Language therapy /therapy blocks</p> <p>Language for Thinking (1:1)</p> <p>Rivers Behaviour Support</p> <p>Attention Autism</p> <p>Individualised programme, including interventions supported by the SENCO/outside professionals</p> <p>Specialist Team involvement</p> <p>Intensive Interaction approaches</p>

Sensory and Physical

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate e.g. colour coded visual display, muted colour displays)</p> <p>Access to a range of different pencils, pencil grip, sloping boards and fidget toys</p> <p>TA Support – Physical Needs</p> <p>Fine motor skill activities such as: peg boards, cutting etc.</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>Quiet/safe place</p> <p>Multi-sensory teaching strategies</p> <p>Uncluttered learning environment</p> <p>Coloured filters – Dyslexia aid</p> <p>Sensory breaks</p>	<p>Use of specialist equipment</p> <p>Sloping boards for desks</p> <p>Adapted cutlery</p> <p>Fidget kits</p> <p>1:1 Sensory boxes</p> <p>Balance boards</p> <p>Sensory circuits</p>	<p>Individual work station</p> <p>Social stories</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team</p> <p>Individual support with self-care where appropriate</p> <p>ICT program to develop keyboard skills</p> <p>Family support worker</p>

Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<p> <i>Differentiated curriculum planning</i> <i>Whole school behaviour policy</i> <i>School & class rules</i> <i>PSHE. Jigsaw planned lessons</i> </p> <p> <i>Whole school assemblies</i> <i>Class circle time</i> <i>Talking partners</i> <i>Class visual timetable</i> <i>Golden time</i> <i>Visual reward systems</i> <i>Star of The Week</i> <i>Time out</i> <i>Timers & stress relievers</i> <i>Positive touch</i> <i>Praise and high expectations</i> <i>Star of the Week certificates</i> <i>Class Monitors,</i> <i>School council</i> <i>Fiddle objects</i> <i>Sand timers</i> <i>Quiet area/safe place in classroom</i> <i>Additional movement breaks</i> </p>	<p> <i>Lunch time 'Quiet' Club group</i> <i>Nurture groups</i> <i>Now and Next choices to engage and motivate</i> <i>Consistent calming strategies, including for example, use of 'thinking time'</i> </p>	<p> <i>Individual work station</i> <i>Individual social stories to teach specific social skills</i> </p> <p> <i>Individual reward system & behaviour logs</i> <i>CAMHS, Educational Psychology</i> <i>Designated Family Worker</i> <i>CAMHS referrals</i> <i>Additional break time and lunchtime support including transitions</i> <i>Drawing whilst talking</i> <i>1:1 'Check in buddy'</i> <i>Home/School 'positive' book</i> <i>Home/School behaviour log book</i> </p>