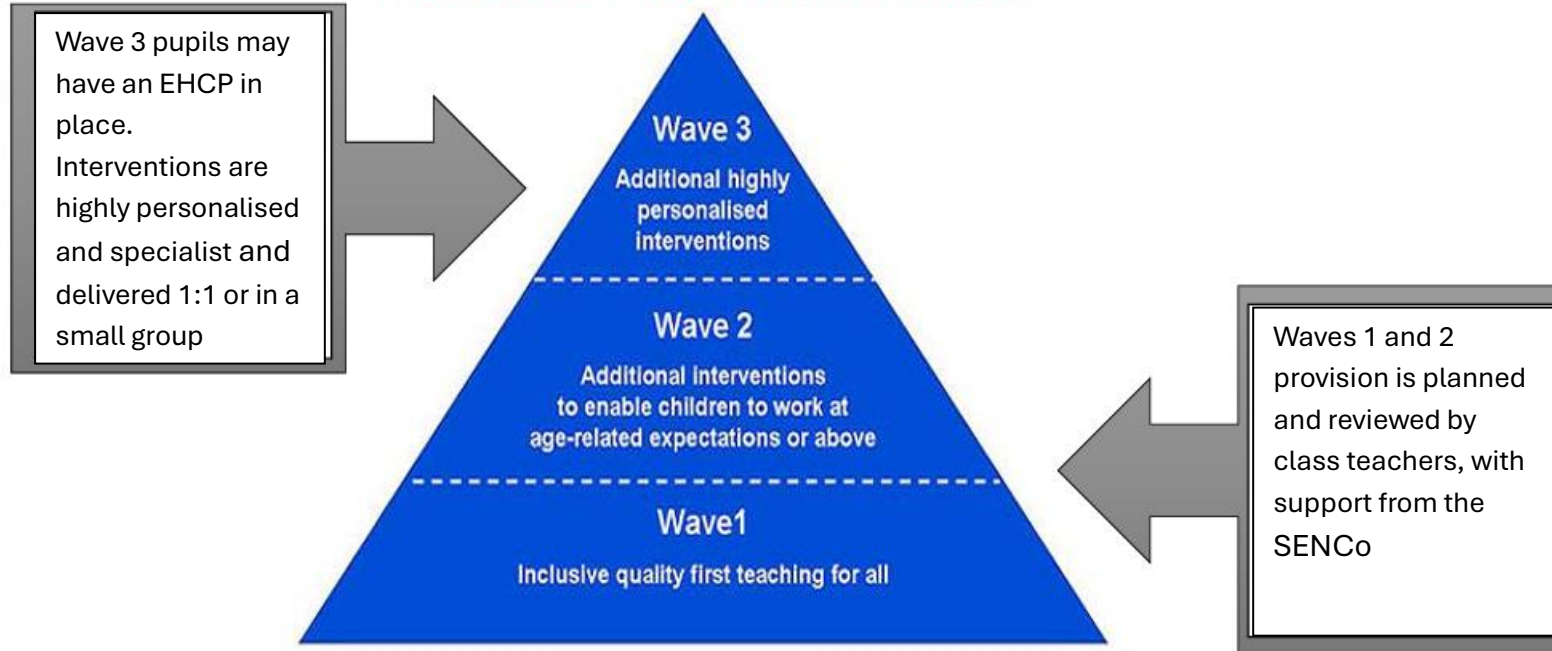




# Silverhill Primary School – Whole School Provision Map

STRENGTH	PERSEVERENCE	INTEGRITY	RESPECT	INDEPENDENCE	TEAMWORK
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## Waves of Intervention Model



Wave 1	Wave 2	Wave 3
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.

## The Areas of Need

<p><b>Communication and Interaction</b></p> <p>Social communication differences (including Autism). Children may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Understanding and using verbal and non-verbal communication.</li> <li>• Understanding social behaviours and expectations. This can impact on a child's ability to interact with other children and adults around them.</li> <li>• A reliance on structure and routine in their life.</li> </ul> <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"> <li>• The production of speech.</li> <li>• Struggling with finding the right word or not being able to join words together in a meaningful way.</li> <li>• Problems communicating through speech. This may include difficulties finding the correct language to express thoughts and ideas that they are having.</li> <li>• Difficulties and delays in understanding or responding to verbal cues from others. <ul style="list-style-type: none"> <li>• Understanding and using language in specific social situations.</li> <li>• Developmental Language Disorder</li> </ul> </li> </ul>	<p><b>Cognition and Learning</b></p> <p>Specific learning difficulties (SpLD) include a range of conditions such as dyslexia and dyscalculia.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Support for learning difficulties may be needed when children and young people learn at a slower pace than their peers.</li> <li>• Learning difficulties cover a wide range of needs. Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Sensory and/or Physical</b></p> <p>Children with sensory or physical needs may have a disability, such as;</p> <ul style="list-style-type: none"> <li>• physical disability</li> <li>• vision impairment</li> <li>• hearing impairment</li> <li>• multi-sensory impairment (both hearing and vision difficulties)</li> </ul> <p>They may have:</p> <ul style="list-style-type: none"> <li>• Developmental Coordination Disorder</li> <li>• Sensory Processing Disorder</li> </ul> <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.</p>	<p><b>Social, Emotional and Mental Health</b></p> <p>Children and young people experiencing social, emotional and mental health difficulties may be:</p> <ul style="list-style-type: none"> <li>• withdrawn or isolated</li> <li>• hyperactive and lack concentration</li> <li>• socially immature in relation to their peers</li> <li>• displaying challenging behaviour which could be arising from other complex special needs</li> </ul> <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 need support with bereavement or parental separation.</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>

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.

Communication and Interaction		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated curriculum planning</li> <li>• Modelled speech/language</li> <li>• Modelled Interaction</li> <li>• Targeted questioning</li> <li>• Talking partners</li> <li>• Group work</li> <li>• Class visual aids and prompts</li> <li>• Visual timetables</li> <li>• Key words/word banks</li> <li>• Drama activities</li> <li>• Sequencing activities</li> <li>• Additional processing time</li> <li>• Simplified Language Opportunities for individual, pair, group or whole class working</li> <li>• Regular parent/carer communication</li> <li>• Class and special assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• Small group speaking &amp; listening sessions</li> <li>• Resources to support language skills e.g. word mats</li> <li>• Friendship groups (including Circle of Friends)</li> <li>• Language for Learning</li> <li>• Attention Autism – Bucket Time</li> <li>• Specific communication interventions e.g. Talk Boost</li> <li>• Seech and Language targets</li> </ul>	<ul style="list-style-type: none"> <li>• Individual visual timetables</li> <li>• Individual visual communication system</li> <li>• Targeted work from Speech and Language Therapy</li> <li>• Advice from Specialist Teaching Service</li> <li>• One Page Profile</li> </ul>

Cognition and Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated curriculum planning</li> <li>• Pitched questioning</li> <li>• Modelling of skills</li> <li>• High expectations</li> <li>• Clear success criteria</li> <li>• 1:1 and group reading</li> <li>• Guided writing</li> <li>• Word mats</li> <li>• ICT to support learning</li> <li>• Writing frames</li> <li>• Mathematics manipulatives</li> <li>• Learning displays</li> <li>• Challenge tasks</li> <li>• Support from Teaching Assistant</li> <li>• Different learning styles are adopted</li> <li>• Dyslexia friendly classrooms</li> <li>• Constructive feedback in line with school marking policy</li> <li>• All children's progress and attainment is assessed and tracked throughout the year</li> <li>• Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Small group targeted maths, writing, reading comprehension and SPaG (Spelling, Punctuation and Grammar)</li> <li>• Read it, Write it</li> <li>• Nessy</li> <li>• Colourful Semantics</li> <li>• Additional reading with Teacher/TA</li> <li>• Code books (KS1 &amp; KS2 reading &amp; comprehension)</li> <li>• Targeted phonics and booster groups</li> <li>• Resources to enable access to learning e.g. Task boards, Now &amp; Next, scaffolds, learning mats</li> <li>• Pre-teaching of vocabulary and skills</li> <li>• Coloured overlays</li> <li>• Precision teaching</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support or small group for core learning</li> <li>• Support from Educational Psychologist (EP)</li> <li>• One page profile</li> </ul>

Sensory and/or Physical		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated curriculum planning</li> <li>• Adaptions to the classroom (when appropriate)</li> <li>• Fine motor skill activities</li> <li>• Additional movement breaks</li> <li>• School building is accessible for all</li> <li>• Classrooms have age-appropriate furniture and environments</li> <li>• Visual prompts, pictures and ICT used appropriately to aid learning</li> <li>• High quality resources are readily available, organised to enable independence</li> <li>• Seating plans or group tables are used</li> <li>• Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</li> <li>• Outdoor learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist equipment e.g. laptops</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Weighted resources</li> <li>• Wobble cushions</li> <li>• Therabands</li> <li>• Sensory tools</li> <li>• Sloping boards for desks</li> <li>• Small group motor skills e.g. Active Hands</li> <li>• Motor/handwriting support</li> </ul>	<ul style="list-style-type: none"> <li>• Individual workstation.</li> <li>• Targeted work from Health and Inclusion Services e.g. Occupational Therapy, Physiotherapy, School Nurse Team</li> <li>• Individual support with self-care where appropriate</li> <li>• Keyboard skills</li> <li>• Sensory Circuits</li> <li>• Sensory diet</li> <li>• Movement &amp; brain breaks</li> <li>• Cubbie</li> <li>• Breakout spaces</li> <li>• One Page Profile</li> </ul>

Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated curriculum planning</li> <li>• Whole school behaviour policy</li> <li>• School &amp; class rules</li> <li>• SPIRIT values</li> <li>• PSHE planned lessons (Jigsaw)</li> <li>• Whole school assemblies</li> <li>• Class assemblies</li> <li>• Talking partners</li> <li>• Class visual timetable</li> <li>• Visual reward systems (Class Dojo)</li> <li>• Breakout and quiet areas</li> <li>• Timers &amp; stress relievers</li> <li>• Emotion/social resources</li> <li>• Positive touch &amp; peer massage</li> <li>• Praise and high expectations</li> <li>• Merit</li> <li>• School council</li> <li>• Team captains</li> </ul>	<ul style="list-style-type: none"> <li>• Transition support e.g. visuals, reminders, countdowns, positive reinforcement, modelling</li> <li>• Small group support at playtimes and lunchtimes</li> <li>• Small group social skills and games</li> <li>• Friendship support groups</li> <li>• Lego Therapy Zones of Regulation</li> <li>• Therapy Dog</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Emotional Literacy Programme (ELSA)</li> <li>• Social Stories Signposting to counselling services Individual work station</li> <li>• Personalised behaviour plans Targeted support &amp; advice from –Services CAMHS, Educational Psychology, Social Services Autism Education Trust (AET) resources</li> <li>• Support during unstructured time e.g. lunchtimes, playtimes</li> <li>• Key person</li> <li>• Morning meet &amp; greet/soft start</li> <li>• Enhanced transition support</li> <li>• One Page Profile</li> </ul>