

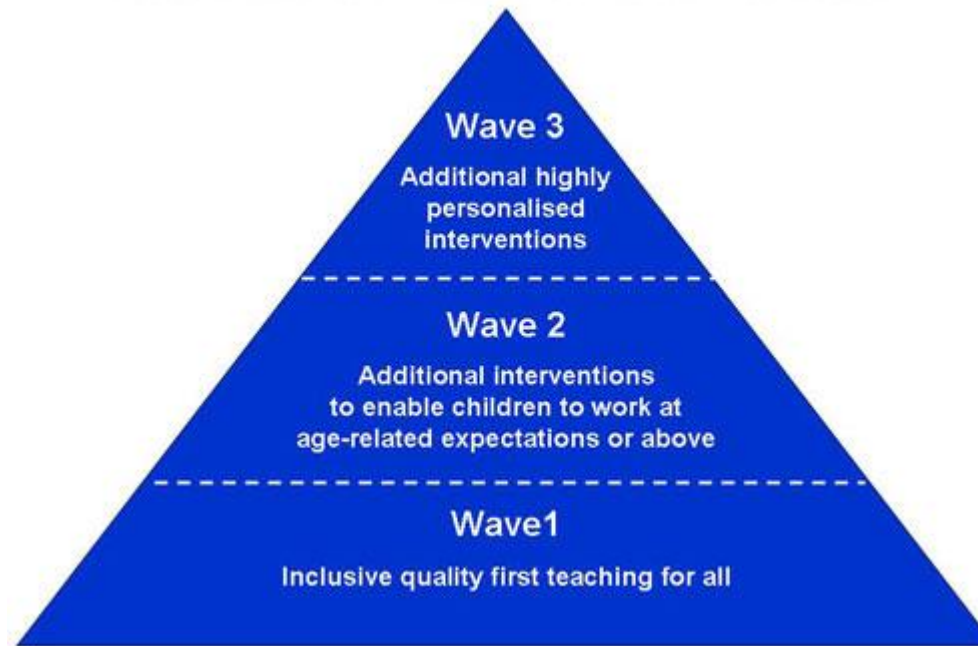
St Anne's Catholic Primary School Whole School Provision Map Waves of Intervention Model



CATHOLIC
EDUCATION
TRUST



Waves of Intervention Model



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Cognition and Learning		Speech, Language and Communication	
Wave	Support	Wave	Support
1	Quality first teaching, Maths mastery curriculum taught, creative planning, varied and practical resources to scaffold learning, Children have use of word mats, differentiated tasks, clozed procedures, task boards to support their learning where needed, variety of teaching and learning strategies, pre- teach vocabulary, use of ICT, adult and peer modelling, focus group work, groups to target needs, monitoring of intervention groups and progression by subject leaders, visual aids and visual timetables, constructive verbal and whole class feedback, peer and self-assessment, child friendly assessment strategies, termly tracking and proactive monitoring, regular pupil progress meetings, open door policy, regular parents' evenings, supportive relationships, vocabulary displayed for foundation and core subjects. Inclusive practice for all, promotion of independent learning skills. Knowledge organisers shared with parents Widgets –nonverbal signals consistent – sentence stems and success criteria. PE is taught both inside and outside in a fully accessible playground and field area. Music is taught in the Music Room, National Baseline in EYFS.	1	Quality first teaching, creative planning, varied and practical resources to scaffold learning, variety of teaching and learning strategies, non-verbal signals used throughout the school to support understanding, consistent classroom environment and design to reduce cognitive load, use of ICT, adult and peer modelling, group work, 'no opt out' strategies used in all classes, talk partners, frequent class and group discussions, Use of visuals such as Widget, to support teaching of foundation subjects. All Reception children assessed using Wellcomm Receptive and Expressive Language Assessment. Vocabulary display in every class. Vocabulary explicitly taught and knowledge organizers shared with parents. careful classroom seating, positive verbal feedback, termly tracking and proactive monitoring, regular pupil progress meetings
2	A range of additional differentiated intervention. 1:1 target work, provision monitoring, monitoring of intervention groups and progression by class teachers, SLT and subject coordinators, tracking, additional varied resources, support programmes to address individual needs, in class adult support from both class teacher and learning support assistants (LSA), regular reading, Rocket Phonics., Pre-teach vocabulary, Reach for the Stars Groups, Early morning starts which focused groups led by the Class Teacher, TRACKS Intervention, Number Sense Intervention, WellComm Intervention.	2	A range of additional differentiated intervention and focus groups, 1:1 target work, provision monitoring, monitoring of groups and progression by SLT and subject coordinators, tracking, additional varied resources, support programmes to address individual needs, in class adult support from both class teacher and learning support assistants (LSA), promotion of independent learning skills.
3	Individual Support Provision Plans (ISP), Individual and targeted promotion of independent learning skills. assessments where required, ISP targets reviewed at least termly which are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals: (STIPS) Specialist Teacher of Inclusive Practice, Educational Psychologists curriculum adaptations where required, 1:1 and focus group work, additional groups and 1:1 work planned and implemented by Class teacher and LSA's, Paired Reading, Reading support schemes, additional resources, risk assessments, monitoring of provision and progression by SENCo, promotion of independence.	3	Individual Support Provision Plans (ISP), Individual targeted language assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, additional speech and language therapist support, curriculum adaptations, trained staff to work with individuals and focus groups, additional groups and 1:1 work planned and implemented by Class Teacher and LSA's, additional resources and a range of targeted language and ASD programmes, PORIC, Specific programmes for individual children including Talkabout pictures, Black Sheep press, articulation support 1:1 Speech and Language, monitoring of provision and progression by SENCo and outside agencies including speech and language therapists and use of scribes, promotion of independence.

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Social, Emotional and Behavioural		Physical and Sensory	
Wave	Support	Wave	Support
1	<p>Quality first teaching, PSHE taught through Connect Programme, RE and Zones of Regulation curriculum. All staff trained in Zones of Regulation and use this to support children. Each Key stage has Collective Worship and Assemblies regularly.</p> <p>Restorative practice used by staff, Values and Protective Characteristics taught, Wellbeing and PSHE Leads lead wellbeing throughout the school including leading wellbeing weeks and collective worship, Well Being Warriors trained and help assist play, positive social interactives during playtime and lunch. Mental Health Champion, School Councillor (Year 1 upwards), Early Help referrals, School support at Universal level, Prayer Club, Quiet Club, Peer Mentors, Consistent positive strategies used throughout the school to manage behaviour. Children have opportunities for recognition through stickers, certificates, Head Teacher Awards, careful classroom seating, positive verbal feedback, termly tracking and proactive monitoring, regular pupil progress meetings, The Class teacher and staff in each year group deal with any arising concerns that children have. Comprehensive annual transition meetings between Nursery, School and Secondary Schools and Year group transfers, Transition books and videos, Year to year transition meetings.</p>	1	<p>Low sensory classroom. environment. Quality first teaching, scaffolding, creative planning, varied and practical resources to aid physical & sensory difficulties including, laptops, wobble cushions, ear defenders, desk slopes & resistant bands, variety of teaching and learning strategies, use of ICT, adult and peer modelling, handwriting lessons, visual aids and daily timetables, careful classroom seating, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, inclusion for all, promotion of independent learning skills. Children have access to the school site, allocated to their key stage. Doors are open and all classrooms have playground access. Children have access to the Library, ICT suite and music rooms. All stairs have handrails and contrast edging. Staff trained in First Aid, Use of physical resources, Access to movement breaks, Ramps to access building, Sensory needs accommodated eg fidgets, cushions, ear defenders, movement breaks etc, Low sensory classrooms</p>
2	<p>A range of additional differentiated intervention and focus groups including ELSA, Drawing and Talking therapy, Rainbows and Lego Therapy. These sessions address individual needs including anger management, loss, self-esteem, anxieties & social difficulties. Social stories. In class adult support Home School Link Worker support, from both class teacher & LSAs, discrete playground monitoring, Monitoring of groups and progression by SLT, ELSA and class teachers. 1:1 target work.</p>	2	<p>A range of additional differentiated intervention and focus groups, 1:1 target work, provision monitoring, tracking, monitoring of groups and progression by subject coordinators and senior leaders, additional varied resources eg lap snakes, sensory cushions, workstations, support programmes to address individual needs including fine motor skills eg Teoddorsu motor programme, handwriting, in class adult support from both class teacher & LSAs, promotion.</p>
3	<p>Individual Support Provision Plans (ISP), ISP targets reviewed at least termly which are discussed and agreed with parents, suggested strategies to support at home, social stories, Home School Link Worker support, individual timetables & curriculum adaptations where required, regular contact with parents, outside agencies frequently consulted including Specialist teacher for inclusive practice (STIPS) and Wellbeing Practitioner, 1:1 and focus group work, additional groups and 1:1 work planned and implemented by SENCo and class teacher, monitoring of provision and progression by SLT, risk assessments, promotion of independent learning skills. Safe SEND spaces, Supported unstructured times, Comprehensive medical care plans, SEMHS support as required, Freemantles Outreach Teacher support, ASD – Individual resources and strategies eg TEACCH.</p>	3	<p>Individual Support Plans, targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, occupational therapy & physiotherapy exercises carried out under the advice of specialists, outside agencies & specialists invited to advise staff and work with individuals, curriculum and environment adaptations to ensure accessibility, disabled toilets, wheelchair accessible classrooms on the ground floor, additional resources, additional groups and 1:1 work planned and implemented by SENCo, monitoring of provision and progression by SENCo, risk assessments, use of scribes, promotion of independent learning skills. The SEND office is located upstairs within the school, The SENCO is available to meet/ talk to parents at accessible places within the school building/ grounds, The sensory room is available for children to breakout or timetabled use.</p>

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