Provision Map

Waves of Intervention Model

Wave 3
Additional highly
personalised
Interventions

Wave 2
Additional interventions
to enable children to work at
age-related expectations or above

Wave1
Inclusive quality first teaching for all

A graduated response: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.   SEND governor: Anna Risius
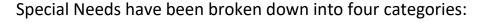
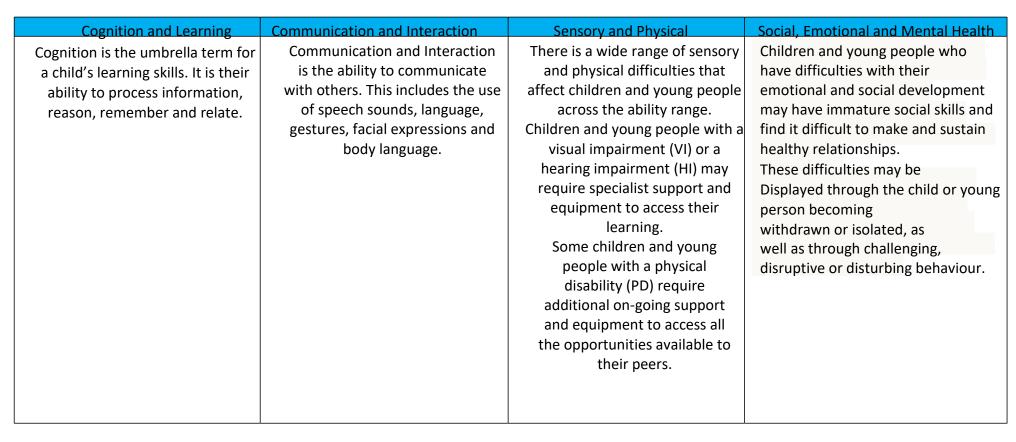# Charlton Mackrell C of E Primary School

Provision Map

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

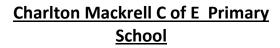| Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to throughout the lesson; carefully explained new vocabulary; use of lively, 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.

Charlton Mackrell C of E Primary School

Provision Map

Special Needs have been broken down into four categories:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. 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.	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. These difficulties may be Displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Provision Map

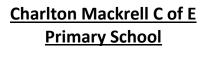| Cognition and Learning		
Wave 1	Wave 2	Wave 3
Dialogue with parents and carers Assessment for Learning (AfL) Differentiated curriculum planning Pitched questioning Modelling of skills Self-assessment High expectations Success criteria 1:1 and group reading Guided writing Visual dictionaries Word mats ICT to support learning Writing frames Numicon Learning displays/working walls Challenge tasks Support from Teaching Assistant Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Next steps in marking Forest School	Dialogue with parents and carers SPaG group (Spelling,Punctuation and Grammar) Intervention groups targeted at specific learning needs Intervention groups based on reactive teaching/Assessment for Learning Paired Reading Letters and Sounds Phonics Task boards to break down tasks into manageable chunks Pre-teaching of vocabulary Use of specialist equipment (pencil grips, coloured overlays, reading rulers, sloping boards) Check ins Active listening time Higher attaining groups Therapy Dog Morning Meet and Greet	Dialogue with parents and carers Intense (1:1) support in core (maths, English and phonics) and foundation subjects Individual Literacy Intervention (ILI) Targeted learning – Learning and Language (LLS) Support from Educational Psychology (EP)

Communication and Interaction

Wave 1	Wave 2	Wave 3
Dialogue with parents and carers	Adults role modelling appropriate speech, language, communication and interaction skills	Dialogue with parents and carers
Differentiated curriculum planning	Transition planning	Individual visual timetables
Modelled speech/language	Dialogue with parents and carers	Individual visual communication system
Modelled Interaction	Pre-teaching of vocabulary	Targeted work from Speech and Language therapy
Targeted questioning	Nurture group (social skills self-esteem)	Targeted work from Learning and Language (LLS) support
Talking partners Group work	Communication book activities	ASD outreach support
Whole class circle time	Therapy Dog	Speech and Language Therapy
Class visual aids and prompts	Social Stories	PFSA
Visual timetables		
Key words/word banks		
Drama activities		
Sequencing activities		
Additional processing time		
Simplified Language		
A range of questions used so children develop and give better answers		
Opportunities for individual, pair, group or whole class working		
Class and special assemblies		
Role play and Drama		
Learning environments adapted to promote engagement		

Charlton Mackrell C of E Primary School

<u>Provision Map</u>

Sensory and Physical		
Wave 1	Wave 2	Wave 3
Dialogue with parents and carers	Use of specialist equipment	Individual work station
Differentiated curriculum planning	Pencil grips	
Adaptions to the classroom (when appropriate)	Coloured overlays	Social stories
Fine motor skill activities such as: peg boards, putty, cutting etc.	Lap weights	Comic Strip Conversations
	Sloping boards for desks	
	Fidget kits	
Additional movement breaks		Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team
Classrooms have age appropriate furniture and environments	Paediatric Occupational Therapy assessment & resource pack (handies & fizzies)	
Visual prompts, pictures and ICT used appropriately to aid learning		Individual support with self-care where appropriate
High quality resources are readily available, organised to enable independence	Gross motor programmes	
	Learn to Move – Move to Learn	
Seating plans or group tables are used		ICT program to develop keyboard skills
Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning	Fine motor programmes	
	Large keyboard for computer work	
Outdoor learning opportunities Forest School		Write From the Start-Hand-activities to help eye co- ordination
Accessibility plan		

Charlton Mackrell C of E
Primary School

<u>Provision Map</u>

Social, Emotional and Mental Health		
Wave 1	**Wave 2**	**Wave 3**
Dialogue with parents and carers Emotional Coaching Differentiated curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons using SEAL Whole school assemblies Class circle time Talking partners Class visual timetable Golden time Visual reward systems Team point system Time out/Reflection Time Timers & stress relievers Emotion/social resources Positive touch Praise and high expectations Whole class behaviour charts e.g. Inspire points, Certificates Class Monitors, School council Fiddle objects Forest School Restorative approach Safe space Growth mind-set	Nurture group (social skills & self-esteem) Conversation group/Talkabout Individual reward system & behaviour logs Additional support at playtime (break time and lunchtime clubs) Transition support	1:1 Emotional Literacy Programme (ELSA) Counselling Individual work station Individual social stories to teach specific social skills Targeted work from –Behaviour Support, CAMHS, EP, SENIT, Catchpoint PFSA Meet and Greet CAMHS (Child and Adolescent Mental Health Services)

Charlton Mackrell C of E Primary School

Provision Map

The Somerset Choices website has a set of Somerset Core Standards that weave into the tired wave system. On the Core Standards, Wave One is Universal Provision, Wave Two is SEN Support and Wave Three is High Needs.

Somerset Core Standards is a framework which describes the entitlement of children and young people in Somerset schools, settings and colleges. These Core Standards are part of the Local Offer and will assist schools, settings and colleges in further developing their provision for children and young people with Special Educational Needs and Disability (SEND) to be more consistent.

This document is the product of work undertaken by groups of parent/carer and children and young people's representatives, Early Years, Primary, Secondary and Further Education School Leaders, Local Authority officers and Support Service staff as part of the SEND Review. The Core Standards contain the expectations and responsibilities on Education Systems in Somerset for the Universal and Additional Offer they make to All children and young people. It describes what can be delivered from the setting, school or college's own resources which have been allocated directly. This information will form part of the 'Local Offer' that is; what can be expected for children and young people (0-25 years) in Somerset.

Details of the Somerset Core Standards can be found on the link below:

https://www.somerset.gov.uk/education-and-families/somersets-local-offer/