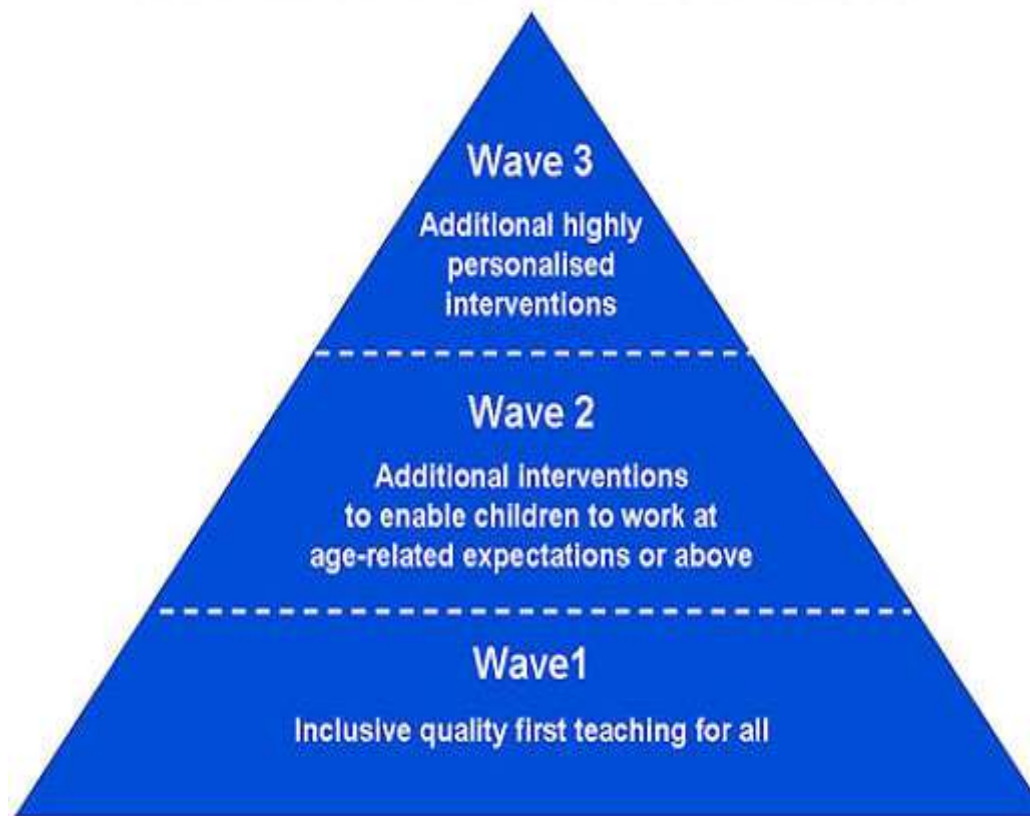


Waves of Intervention Model



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

St Francis' Catholic Primary School's Provision Map 2020-2021

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

| <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. |

St Francis' Catholic Primary School's Provision Map 2020-2021

Each wave is broken down into 4 further categories of provision:

| 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. | <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> |

St Francis' Catholic Primary School's Provision Map 2020-2021

| Cognition and Learning | | |
|--|--|---|
| Wave 1 | Wave 2 | Wave 3 |
| <p>Differentiated curriculum planning</p> <p>Pitched questioning</p> <p>Modelling of skills</p> <p>High expectations</p> <p>Success criteria</p> <p>1:1 and group reading</p> <p>Guided writing</p> <p>Visual dictionaries</p> <p>Word mats</p> <p>ICT to support learning</p> <p>Writing frames</p> <p>Numicon</p> <p>Learning displays</p> <p>Challenge tasks</p> <p>Support from Teaching Assistant</p> <p>Different learning styles are adopted</p> <p>Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>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>Wave Intervention</p> <p>Nessy Reading and Spelling and Dyslexia programme</p> <p>SPaG group(Spelling,Punctuation and Grammar)</p> <p>Phonics Groups</p> <p>Paired Reading</p> <p>Read, Write Inc</p> <p>Letters and Sounds Phonics</p> <p>Learning & Language</p> <p>Developing Written Language Skills</p> <p>Developing Phonological Awareness</p> <p>Developing Written Language Skills</p> <p>Precision Teaching</p> <p>Pre-teaching of vocabulary</p> <p>GL Early numeracy assessment – targeted activities</p> <p>Fast Track Phonics</p> <p>Time to Talk</p> | <p>Intense (1:1) support in core and foundation subjects</p> <p>Targeted work from – SNAP Assessment</p> <p>Support from Educational Psychology (EP)</p> <p>Beat Dyslexia Programme</p> |

St Francis' Catholic Primary School's Provision Map 2020-2021

| | | |
|--|---|---|
| | | |
| 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>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>Pre-teaching of vocabulary</p> <p>Nurture group (social skills & self-esteem)</p> <p>Communication book activities</p> <p>Language For Thinking intervention</p> <p>Fast Track Phonics</p> <p>Time to Talk</p> | <p>Individual visual timetables</p> <p>Individual visual communication system</p> <p>Targeted work from Speech and Language therapy</p> <p>Targeted work from Learning and Language (LLS) support</p> <p>ASD Outreach support</p> |

St Francis' Catholic Primary School's Provision Map 2020-2021

| Sensory and Physical | | |
|---|--|--|
| Wave 1 | Wave 2 | Wave 3 |
| <p>Differentiated curriculum planning Adaptions to the classroom (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. Additional movement breaks School building is accessible for all Classrooms have age appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans or group tables are used Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities</p> | <p>Use of specialist equipment Pencil grips Coloured overlays Lap weights Sloping boards for desks Adapted cutlery Fidget kits</p> <p>Paediatric Occupational Therapy assessment & resource pack</p> <p>Gross motor programmes</p> <p>Fine motor programmes Large keyboard for computer work</p> | <p>Individual work station</p> <p>Social stories</p> <p>Comic Strip Conversations</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team Physical and Sensory Support Services(P.S.S.S)</p> <p>Individual support with self-care where appropriate</p> <p>ICT program to develop keyboard skills</p> |

St Francis' Catholic Primary School's Provision Map 2020-2021

| Social, Emotional and Mental Health | | |
|---|--|---|
| Wave 1 | Wave 2 | Wave 3 |
| <p>Differentiated curriculum planning</p> <p>Whole school behaviour policy</p> <p>School & class rules</p> <p>PSHE planned lessons using SEAL</p> <p>Whole school assemblies</p> <p>Class circle time</p> <p>Talking partners</p> <p>Class visual timetable</p> <p>Golden time</p> <p>Visual reward systems</p> <p>House point system</p> <p>Time out</p> <p>Timers & stress relievers</p> <p>Emotion/social resources</p> <p>Positive touch</p> <p>praise and high expectations</p> <p>Whole class behaviour charts e.g. house points, conduct points certificates</p> <p>Class Monitors, School council</p> <p>Fiddle objects</p> | <p>Nurture group (social skills & self-esteem)</p> <p>Conversation group</p> <p>Individual reward system & behaviour logs</p> <p>Additional support at playtime (break time and lunchtime clubs)</p> <p>Transition support</p> <p>Time to talk programme and board game</p> <p>Involvement with Early Intervention team – Family, Health and Wellbeing Service</p> <p>Language For Thinking intervention</p> <p>Fast Track Phonics</p> <p>Time to Talk</p> | <p>1:1 Emotional Literacy Programme (ELSA)</p> <p>Counselling</p> <p>Individual work station</p> <p>Individual social stories to teach specific social skills</p> <p>Targeted work from –Behaviour Support, CAMHS, Educational Psychology and suggestions from Family, Health and Wellbeing Service.</p> <p>Continued involvement with Early Intervention team – Family, Health and Wellbeing Service</p> |