

2021/2022 Provision Map – Lee Brigg Infant and Nursery School

The ‘Waves of Intervention’ model describes how different levels of intervention can be understood and systematically implemented.

| Universal (Wave 1) | Targeted (Wave 2) | Specialist (Wave 3) |
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| Universal support describes quality inclusive teaching which takes onto account the learning needs of all the children in the classroom. This included providing differentiated/scaffolded work and creating an inclusive learning environment. | Targeted support describes specific, additional and time-limited interventions 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 pupils with similar needs. | Specialist targeted support describe 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 specialist interventions. |

| Area of Need | Universal - High quality first teaching for all children | Targeted – Catch Up, Keep up Additional interventions to enable children to work at age related expectations | Specialist Additional and highly personalised interventions |
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| Communication and Interaction | <ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, eg. simplified language and instructions, chunking instructions, processing time • Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving • Observation and assessment of what child already knows, understands and can do to aid future planning • A range of strategies used that will help child overcome barriers to learning e.g. use of models, images, pre-teach • Use of ‘Talk Partners’ to promote peer tutoring and learning. • Children encouraged to access resources independently • Visual timetables | <ul style="list-style-type: none"> • Speech and Language support assistant to deliver support programmes to small groups – including assessment of needs using WellComm resources • Social skills intervention groups – Talkabout and Time to Talk groups promoting turn taking, listening and sharing • Musical interaction intervention | <ul style="list-style-type: none"> • 1:1 speech and language programme from SLT – Supporting Me to Learn Plan targets • Access to Speech and Language Therapist in school including CIAT SP and Lang. • Access to EP • Support from WISENDSS • Support for alternative forms of communication, ie. Makaton • Individual workstations • Intensive Interaction sessions • 1:1 adult support • Flexible timetable • Start and Finish boxes • Now and Next boards • Visual prompt cards • Social stories • Daily Catch up/Pre-teach – reading, writing, phonics <p style="text-align: center;">Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level</p> |

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| | <ul style="list-style-type: none"> • Organisation of the classroom environment is conducive for learning. • Stimulating and interactive displays which promote and support the learning and display children's work • Structured and consistent school and class routines • Clear and consistent marking code used throughout school which encourages children to correct and amend own work • Time given for children to respond to marking • Quality feedback given (verbal and written) • Use of symbols / visual prompts • 'Show and Tell' opportunities • 'Celebration' whole school assemblies • Behaviour policy used consistently across the school • Positive praise and behaviour strategies used by all adults • Circle Time/SEAL activities in classes • School council meet regularly to discuss issues | | |
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| Cognition and Learning | <ul style="list-style-type: none"> • A book rich curriculum which makes links between different areas of the curriculum. • Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning • Active, engaging and challenging lessons that recap on prior learning and link directly to the objectives, outcomes and success criteria of the lesson as a whole | <ul style="list-style-type: none"> • Phonic Intervention groups • Reading comprehension groups – KS1 • SPAG intervention group – Year 2 • Catch up – Keep up groups: pre-teach and re-learn • Extra resources/equipment to support learning • Targeted intervention teaching specific to a groups' learning needs e.g. spellings | <ul style="list-style-type: none"> • Educational Psychologist support • Inclusion support from LA • Support from LSS and WISENDSS • Support from VI/HI team • Intense English / Maths interventions bespoke to the needs of the individual • Memory Skills Intervention programme • Better Reading Partners 1:1 • Coloured overlays / paper / large print books and exercise books • Rainbow words interventions |
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| | <ul style="list-style-type: none"> • Personalised and differentiated teaching • Differentiated questioning including open ended questions to challenge and stimulate discussion • Observation and assessment of what child already knows, understands and can do to inform future planning. Formative Assessment • Observations and summative assessment links to the National Curriculum Programme of study • A range of strategies used to help child overcome barriers to learning e.g. use of models, images, pre-teach • Tasks are clearly explained, repeated and modelled • Organisation of the classroom environment is conducive for learning • Equipment and resources clearly labelled and accessible • Increased visual aids / modelling etc • Visual timetables. • Use of writing frames • Word banks • In-class support from teacher / LSA • Focussed group work with CT in English and Maths • All year groups have planned visits and that relate to their curriculum • Systems of marking and assessment track children's progress and show them how to move forward • Daily guided reading sessions • All children have a reading book at their level to take home daily • Very clearly labelled and well organised library with a wide variety of fiction and non-fiction books | | <ul style="list-style-type: none"> • Individual support in class for phonics, maths, reading and writing <p>Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level</p> |
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| Social, Emotional and Mental Health Difficulties | <ul style="list-style-type: none"> • Whole school behaviour policy. • Restorative and positive practice • Whole school rules – consistent throughout school • Whole school reward and sanctions systems • Celebration certificates presented in whole school weekly celebration assemblies • Circle Time • Weekly discreet PSHE lessons based on the ‘One Decision’ scheme • Class responsibilities • Whole staff training on Attachment and Resilience • Whole staff training on Behaviour Management • Team Teach training – de-escalation strategies (specific staff) • Warm relationships, humour and clear expectations are fostered • Water bottles in classroom • Corridor displays celebrate children’s work • Children trained to be playground leaders/bump buddies and support KS1 and EYFS children at lunchtimes • Visits to Church and other religious venues to support learning in RE • Regular visits from religious members • Termly class assemblies which give children an opportunity to perform in front of their Key stage and parents • Key stage 1 and EYFS Nativity Plays • After school clubs • Attendance monitored | <ul style="list-style-type: none"> • Access to members of staff for friendship /self-esteem / confidence / anger management groups etc. • Support for unstructured times • Home /school behaviour record • Transition planning, support and liaison • Social Skills Groups (Time to talk) • Daily Emotional Register • Lego intervention | <ul style="list-style-type: none"> • Inclusion Support from LA including BEST support • Support from enhanced provisions • 1:1 LSA sessions to develop self-esteem, confidence, develop anger management strategies etc. • Social Skills intervention groups 1-1 • CAMHS support through Futures In Mind • Individual Behaviour Plan • Access to equipment such as fiddle toys. • Access to ‘Sensory Tents’ during times of anxiety and frustration. • Individual timetables • Playground support • Individual and in class support • Individual behaviour plans • Home/school liaison |
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| Sensory and/or Physical Needs | <ul style="list-style-type: none"> • Flexible teaching arrangements • Medical training available when required | <ul style="list-style-type: none"> • Additional handwriting practise • Access to equipment, ie. writing slopes | <ul style="list-style-type: none"> • Access to support via VI and HI teams • Occupational Therapy programmes • Individual support in PE |
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| | <ul style="list-style-type: none"> • Staff awareness and understanding. • Accessible environment but limited due to steps • Carpeted classrooms to reduce background noise • Use of pencil grips • Healthy and varied meals including daily salad cart • Walks around local area | <ul style="list-style-type: none"> • Access to areas which are as free from distraction as possible • Additional handwriting activities • Fine and gross motor skills interventions • Medical support | <ul style="list-style-type: none"> • Medical support tailored to individual needs <p>When needed training would be required, but obtained, for the following:</p> <ul style="list-style-type: none"> • Physiotherapy programme • 1:1 adult support to access the school environment and learning • 1:1 medical support to monitor blood sugar levels / food intake etc for pupils with diabetes • Access to trained staff to support medical condition <ul style="list-style-type: none"> • Advice and support from Occupational Therapy, Physical and Sensory Support and the Health Services. |
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