

2023/2024 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)
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
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>

	<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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