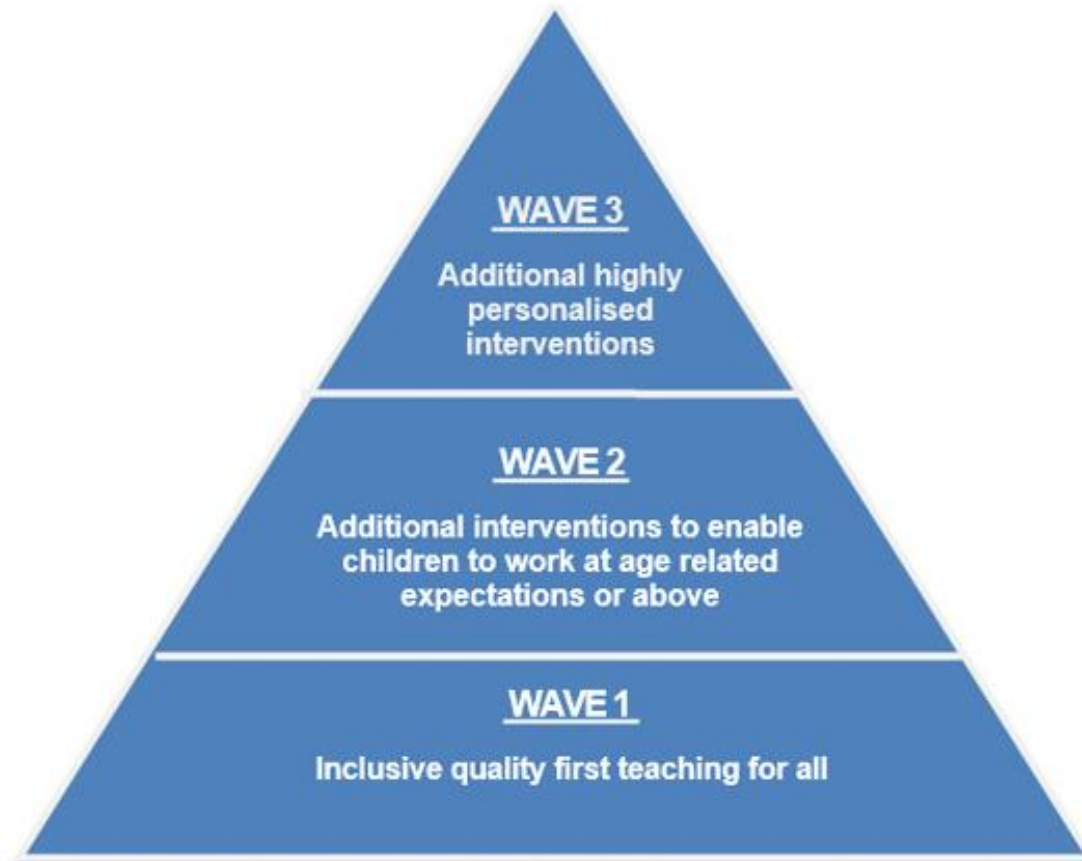


St Hugh of Lincoln Whole School Provision Map

Waves of Intervention Model



St Hugh of Lincoln's Whole School Provision Map

Cognition and Learning		Speech, Language and Communication	
Wave	Support	Wave	Support
1	<p>Quality first teaching, mastery curriculum taught, creative planning, varied and practical resources to scaffold learning, variety of teaching and learning strategies, use of ICT, adult and peer modelling, focus group work, Phonics groups to target needs, same day Mathematics intervention monitoring of intervention groups and progression by subject leaders, visual aids and visual timetables, constructive verbal and whole class feedback, peer and self-assessment. , 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</p>	1	<p>Quality first teaching, mastery curriculum, 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, Clicker to support teaching of foundation subjects. Staff trained in ELKLAN Communication Friendly Strategies. 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</p>
2	<p>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 interventions to address individual needs including pre- and post-teaching, in class adult support from both class teacher and learning support assistants (LSA), regular reading (Red Readers)</p>	2	<p>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. Regular reading (Red readers)</p>
3	<p>Individual Support Provision Plans (ISP), Individual and targeted 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 SENCo, additional resources, risk assessments, monitoring of provision and progression by SENCo, promotion of independence.</p>	3	<p>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 SENCo, additional resources and a range of targeted language and ASD courses, monitoring of provision and progression by SENCo and outside agencies including speech and language therapists and use of scribes, promotion of independence.</p>

St Hugh of Lincoln's Whole School Provision Map

Social, Emotional and Behavioural	
Wave	Support
1	Quality first teaching, PSHE taught through Jigsaw Scheme, Journey in Love, RE and Zones of Regulation curriculum. All staff trained in Emotion Coaching and use this to coach children. Restorative practice used by staff. Gospel values taught. Wellbeing Leads lead wellbeing throughout the school including leading wellbeing weeks and collective worship. Peer mediators trained and help children to solve problems. Playground buddies trained and help assist play. Curiosity led play activities to encourage creative play and positive social interactives during playtime and lunch. Consistent positive strategies used throughout the school to manage behaviour through the use of Recognition Boards. Children have opportunities for recognition through postcards home, stickers, certificates, golden pencils. careful classroom seating, positive verbal feedback, termly tracking and proactive monitoring, regular pupil progress meetings,
2	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.
3	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, transition photo books, 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.

Physical and Sensory	
Wave	Support
1	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.
2	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, support intervention to address individual needs including fine motor skills, handwriting, in class adult support from both class teacher & LSAs, promotion
3	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, 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.

