



Woodgate Primary School Whole School Provision Map 2022 - 2023

Wave 1 Inclusive quality first teaching for all.

Good quality, inclusive teaching considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. According to the [DfE Code of Practice](#), high-quality teaching that is personalised and differentiated will the individual needs of each child and young learner in a classroom. **Quality first teaching** educates the children to help them become active and productive members of society.

Wave 1 examples:

- Lesson design is **highly focused** with clear objectives;
- Higher levels of **interaction** for all students;
- Higher demands of pupil engagement and **involvement** with learning;
- Regular use of **positive praise** and encouragement to motivate students;
- Regular opportunities to dialogue individually or in groups;
- Appropriate use of teacher **explaining, modelling** and **questioning**;
- Expectation from the children to work **independently** where appropriate.

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

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up)

Wave 2 examples:

- Differentiated work
- Small group – withdrawal
- Spelling practice groups
- Small group use of ICT programmes
- Differentiated resources

Wave 3 Additional highly personalised interventions.

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision,

Wave 3 examples:

- Speech and language interventions
- External agency intervention
- Individual reading and phonic programme from SEND Team
- Additional planning and individual arrangements for transition
- Individual arrangements for SATs
- Peer Tutoring
- Specific Dyslexia programmes

Communication and Interaction

Assessment:

- Phonics Assessments
- Observations
- Specialist support and interventions e.g. Educational Psychologists (EPs)
- Verbal and Non Verbal Testing in learning screenings

Useful Support:

- Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
- The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
- <http://www.ican.org.uk/>
- <http://www.inclusive.co.uk/hardware/communicators-and-controllers>
- <http://www.autism.org.uk/>
- <https://speechlink.co.uk/auth/login>
- <http://www.talkingpoint.org.uk/>
- <https://www.thecommunicationtrust.org.uk/>
- <http://www.smira.org.uk/>
- <http://www.researchautism.net/>
- <http://www.stammering.org/>
- <http://www.autismeducationtrust.org.uk/>
- <http://www.afasic.org.uk/>
- <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

Communication and Interaction

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Difficulty knowing how to talk and listen to others in a conversation • Difficulty making and maintaining friendships • Anxiety in busy, unpredictable environments • Difficulty coping in new or unfamiliar situations • Inability to cope with unstructured social situations, including transitions • Inability to use knowledge and skills functionally to generalise to various situations • Difficulty predicting others and understanding their motives • Inability to read the facial expressions of others • Rigid thinking, including strong routines and rituals • Difficulty understanding the rules of social interaction • Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – visual timetables and instructions. • Systematic organisation of independent learning tasks and activities • Emotional literacy lessons in class • Clear rewards and sanctions – including motivators • Clear and specific learning objectives • Pace and pitch altered to support learning needs • Overt expectations made explicit • Calm learning environment • Prompt cards for group roles and conversation skills	• Personalised behaviour support • Personalised interventions • Paired or 1:1 curriculum tasks with differentiated support • Individual work station and individual visual timetable • Comic Strip Conversations and/or Social Stories • Regular, short sensory breaks • High Level of TA support • Visual prompt cards e.g. turn taking or stay on topic • Feelings Check in	• Individualised programme, including interventions supported by the SENCO/outside professionals • Specialist Team involvement • Intensive Interaction approaches	• Reduced anxiety • Improved capacity for independent learning • Increase in social interactions • Improved social relationships and friendships • Independent access to the school day • Enhanced ability to work in groups • Clearer focus of attention • More appropriate behaviour • Pupil can calmly and independently move around the school at key changeover times • Reduction in distressed behaviours • Skills learned in social group applied to school situations • Greater participation at playtime with less adult intervention • Able to access the mainstream curriculum with support • Reduced frustration

• Attention and conversation focused on own needs and interests • Extreme reactions, rather than a measured response • Problems with unwritten rules e.g. you don't talk in assembly • Problems with subtle social rules e.g. those governing dating and sexual relationships • Unable to cope with close proximity to others • Physical outbursts if stressed, • Echolalia, rather than meaningful language • Lack of response inhibitions, e.g. can't wait, shouts out, runs off • Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor • Physically challenging behaviour • Unusual reactions to sensory stimuli • Difficulties with independence skills, such as dressing, toileting, eating • May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism	• Regular mentor support, including adults or peers • Teacher, LSA and peer support • Training for all staff to understand challenging behaviour • Structured play opportunities at lunchtimes (Nurture group)			• Improved mental health
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Speech

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Speech that is sometimes difficult to understand • Decoding often poor in literacy • Speech difficulties are impeding literacy development • Speech may be incomprehensible to an unknown adult or peer • Specific difficulties in hearing or perceiving speech, particularly in distracting environments • Speech difficulties have a significant impact on literacy • Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs	• Provision of a quiet workstation • Application of specific speech targets during the day in a quiet environment • Attention and listening activities • Oral blending and segmentation linked to reading and spelling • Consistent support from teacher and TA to reinforce speech sounds throughout the day • Support to develop peer relationships and participate in group work when intelligibility is a problem • Phonics programme with strong phonological awareness component • Additional Phonics – Little Wandle • Good listening prompts	• Targeted speech & language groups from SEND Team • Language activities linked to topic and functional vocabulary • Phonological awareness activities linked to speech production • Parental engagement to aid understanding of child's communication e.g. Home/school book/objects of reference box to aid understanding if needed. • Communicate in print vocabulary cards • Making & breaking word activities • Assessment by SALT	• Advice from Speech & Language Therapy, Educational Psychologists (EPs), SENTASS • Specific speech interventions as prescribed by Speech and Language Therapist • Total communication approach including Makaton signs, symbols and gestures to communicate needs • Individual programme, provided by S&LT • Specialist SALT LSAs	• Correct pronunciation of sounds in some situations • Segmentation of spoken words • Improved production of speech sounds (these still need to be applied throughout the day) • Some segmentation of vocabulary – syllables, rhyme, phonemes • Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level

Language

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Difficulty when saying words or sentences • Difficulty understanding words or sentences • Difficulty following/processing instructions • Short attention span • Comprehension and/or decoding affected in literacy • Considerable difficulties with receptive and/or expressive vocabulary • Short and inaccurate sentences – oral and written • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • May speak and understand at a single word or phrase level • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions	• Ensure you have the pupil's attention before giving an instruction • Clear and simple explanations • Chunking instructions • Extra time to process what has been said • Check understanding of classwork and homework tasks • Model correct sentence usage • Visual support across the curriculum • Broad range of sentence activities, e.g. description, news telling • Talk partner opportunities • Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way • Guided reading for decoding and comprehension, especially inference	• Vocabulary teaching with phonological/semantic cues • Use of information carrying words when giving instructions • Targeted comprehension group • Mind maps for vocabulary to link concepts • Language for Thinking • Non-literal language, idioms, jokes etc.	• Individualised Language Link or SALT programme • Use of Makaton signing by staff • Individual vocabulary workbook • Specialist SALT TA	• More contributions to class and group discussions • Expanded oral and written sentences • Increased confidence • Improved listening and attention • Increase in confidence and self esteem • Quicker processing of language • Better understanding of lesson content leading to better progress • Enhanced reading comprehension • Correct usage of grammar, e.g. plurals and tenses • Shift from spoken phrases to sentences • Wider vocabulary, including core, extended & subject words • Improved factual understanding and/or inference • Ability to follow longer instructions • Improved words and sentences • Improved communication • Improved comprehension of basic language, instructions and expectations • Improved curriculum access

Cognition and Learning

Assessment:

- Observations and AfL
- Learning difficulties Screening
- Verbal and non-verbal reasoning test
- Standardised reading and spelling assessments
- SATs
- Reading Age
- Spelling Age

Useful Links:

- bdadyslexia.org.uk
- thedyslexia-spldtrust.org.uk

Cognition and Learning

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Low levels of attainment • Phonological and short-term memory difficulties • Difficulty acquiring new skills (particularly in literacy and numeracy) • Difficulty in dealing with abstract ideas • Some speech and language difficulties e.g. generalising information, understanding abstract language • Some difficulties with fine or gross motor skills • Some signs of frustration and/or aggressive behaviours • Difficulties involving specific skills such as sequencing, ordering, word finding • Difficulty forming concepts particularly when information is more abstract • Limited skills in verbal exchanges • Avoidance strategies • Low self-confidence/esteem • Episodes of dis-engagement	• Pupil's name and eye contact established before giving instructions (unless autism is present/suspected) • Clear and simple instructions, breaking down longer instructions and giving one at a time • Clarify, display and refer back to new/difficult vocabulary • Pre-teach vocabulary and key concepts • Check for understanding • Consistent use of positive language • Jot down key points/instructions • Give time before response is needed • Visual cues and prompts • Visual timetable • Collaborative working opportunities • Key vocabulary displayed/available • Time given for processing • Consistent use of terms • Repetition and reinforcement of skills including worked examples • Tasks simplified or extended • Whole school awareness and training • Visually supportive learning environments e.g. working walls, word mats	• Targeted/structured literacy and numeracy programmes • Computer intervention programmes • Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording • Teaching memory strategies • Additional time for key curriculum areas • Access arrangements for tests and exams • Coloured resources e.g. paper, overlays for reading • Reading rulers and number lines • Numicon • Alternatives to copy writing • Mind mapping to link concepts • Phonics • Regular short sensory breaks • High Level of TA support • Coloured overlays • Talk buttons • Practical maths equipment • NESSY resources	• Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics • Use of specialist programmes to make resources e.g. Communicate in Print • Specialist support and interventions e.g. Educational Psychologists (EPs), PSS • Dyslexia Pathway	• Increased access to the curriculum • Increased retention of key instructions and information • Improved access to learning • Improved engagement and desire to learn/motivation • Increase range of secure concepts • Able to apply strategies of what to do when unsure or unclear about learning • Able to predict/recount content of lesson • Ability to work independently • Able to record information in a variety of ways • Increase in confidence and self esteem • Reduction in anxiety • Decrease in number of frustrated and/or aggressive behaviours • Improved listening and attention • Increased self-confidence and self-esteem • Improved social inclusion • Positive response from pupil voice • Improved attainment

	• Involve the pupil in discussions about how they learn and approach tasks • Flexible grouping • Writing frames • Vocabulary Cards • Clear rewards and sanction systems • Peer support • Circle Time • Individual whiteboards for drafting • Modified resources			
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Social and Emotional Mental Health

Assessment:

- Strengths and Difficulties Questionnaire
- Boxall Profile
- Emotional Literacy (GL Assessment)
- SEMH resources within Section 2 of SENCO Guide 2017
- Specialist support, advice and interventions e.g. Educational Psychologists (EPs),

Useful Links:

- challengingbehaviour.org.uk
- ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources
- Shooting Stars Nurture support for highly challenging individuals
- Books to support challenging life experiences e.g. bereavement
- Support from and Child Psychotherapist and Educational Psychologist
- Access to support for social, interaction and communication difficulties.

Social and Emotional Mental Health

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Experiencing difficulty in remaining on task, inattentive • Inability to follow instructions and routines • Presenting as significantly unhappy anxious or stressed • Seeking frequent adult support/attention • Frequent low-level disruptions • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful • Poor or sporadic attendance • Vulnerable to bullying, manipulation or exploitation • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Demonstrations of behaviour that challenges • Placing self or others at risk of harm • Frequent exclusions • Mental health difficulties (mild to moderate anxiety, low mood,	• Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support created through the Pastoral Team • Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum • Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments) • New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour • Assessments and monitoring of learning and social emotional wellbeing and associated behaviour. • Differentiated and additional learning activities to engage and motivate • Flexible and creative use of rewards and consequences e.g. House Reward system used to catch them being good • Identify and build on preferred learning styles • Positive language to re-direct, reinforce expectations e.g. use of others as role models	• Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect • WRAP room • Behaviour Support from WRAP • Lego Therapy TB • Key Books linked to social needs • Now and Next choices to engage and motivate • Experienced TAs and WRAP room to support the group/individual • Emphasis on social emotional engagement, safety and learning • Nurture Group or small group intervention • Transition information gathered about triggers etc. • Class and school consistent mediation strategies e.g. restorative practice • Consistent calming strategies, including for example, use of 'Stop and Think • Identify, highlight, understand and build on areas of progress about SEMH	• SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD • Support Plan for children who are at risk of disaffection and exclusion • Enhanced personalised provision e.g. social and health education programmes • Use of self-management programmes to develop skills, confidence and engagement • Personalised programmes for managing and controlling emotions and the resulting behaviour • Interventions such as art/play therapeutic approaches • Advice and guidance from outside agencies • Highly personalised curriculum and/or work experience placements and commission off-site alternative provision • Child psychotherapist to support. • WRAP room	• Whole school practice that is positive and restorative and aids resolution of conflict peacefully • Improved staff confidence in managing behaviour that challenges • A sense of belonging • Pupils that feel safe in school • Reduced risk-taking behaviour • Confident and resilient learners • Emotionally aware pupils who can self-regulate • Pupils with a positive perception of self • Positive engagement and participation in learning • Increased levels of independence within pupils • Improved concentration and attention • Positive social interaction and relationships with others resulting in improved friendships and relationships • Able to work collaboratively and independently • Self-aware reflective learners • High aspirations of self and can-do attitude to achieving goals • Reduction in feelings of anxiety, fear, anger • Risk assessments and care plans that are co-produced with parents and the child.

low self-esteem, fear, mild to moderate self-harm) • Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)	• Environmental adaptation e.g. social seating and proximity to teacher • Time out systems within the classroom • Increased structure, routine and guidance • Reward chart/system • Pupil and parent involvement • A range of differentiated opportunities for social and emotional development e.g. friendship spots, circle time, Nurture group, play leaders. • Reinforcement of expectations through visual prompts and role modelling good behaviour • constructive feedback • My Concern to record incidences and look for patterns and triggers			• Clear emergency procedures and care plans shared with staff, parents and pupil • Able to identify emotions that are both comfortable and uncomfortable • Better able to manage uncomfortable feelings such as anger • Good attendance • Positive educational and social outcomes • Accelerated progress and good levels of attainment • Improved emotional and mental health • Decrease in incidents of high-level challenging behaviour leading to more participation
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Sensory and Physical

Assessment:

- Occupational Therapy Assessment
- Fine and Gross Motor Assessment

Useful Links:

- batod.org.uk
- councilfordisabledchildren.org.uk
- nofas.org
- ndcs.org.uk
- natsip.org.uk
- pdnet.org.uk

Sensory and Physical

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
• Hearing loss – severe, moderate or mild • Missing or mishearing spoken information • Attention, concentration, listening and speech development affected • Expressive and receptive skills • Difficulty retaining information • Poor phonological awareness • Processing of unknown language takes longer • Fluctuating hearing loss • Difficulty with new social situations • Impaired auditory perception • Difficulty listening at a distance of more than two metres from the speaker • Listening/lip-reading fatigue • Inability to hear in poor acoustic environment • Visual impairment/loss of visual field – severe, moderate or mild • Reduced visual impairment • Difficulty with handwriting/fine motor control • Sensory processing needs • Gross motor skills and mobility • Difficulty moving around school • Managing own physical needs independently • Misinterpretation of social cues • Visual fatigue • Colour perception difficulties	• Close liaison with parents and carers • Enclosed room/teaching area • Reduce background noise to improve acoustic environment • Access to visual clues • Subtitles on audio visual material Modified resources e.g. simplified text/language • Systems in place to support individuals with mobility needs for fire alarms • Modified resources (e.g. large print) • Low vision aids and specialist equipment e.g. hand-held magnifiers, sloping board • Differentiated curriculum • Preferential seating and position of teacher • Uncluttered and well organised learning environment with good lighting • Choice making opportunities • Spelling support • Allow thinking time • Summarise key points at start and end of lesson • Pre-writing activities/warm up • Development of visual learning environments • ICT training to increase independent access • Social/life skills development • Pupil support profile • Variable TA/mentor time	• Fine Motor skills • Referral to specialist and occupational therapist when needed • Individual pupil profiles • When needed, subject specific advice from Teacher of the Deaf • Use of note taker (LSA) – using IT, mind maps etc. • LSAs to follow medical needs plans • LSA responsible for medical needs • Specialist provision by SEND Team of physical exercises • Access to specific resources which aid learning	• Specialist support and interventions e.g. Educational Psychologists (EPs) • Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist, • Close liaison with Audiologist, ENT Consultant, Ophthalmologist • Speech discrimination assessment by Teacher of the Deaf • Communication and language assessment by Teacher of the Deaf • Training – technical support • Training and intervention from specialists	• Timely referral and intervention • Increased/equal access to the curriculum • Improved speech discrimination • Increased subject vocabulary • Increase in understanding spoken language • Increased retention of key instructions and information • Improved access to learning, can predict / recount content of lesson • Improved social inclusion • Improved acoustics – reduced reverberations • Reduced visual fatigue • Ability to work independently • Able to record information • Uses FM to aid better speech discrimination • Improved levels of achievement • Able to access learning and school environment • Improved self-esteem and social / emotional development • Increased confidence approaching new situations leading to better participation • Increased confidence and understanding of diagnosis, implications and strategies

• Accessing standard classroom equipment • Auditory and visual perception difficulties • Functional language difficulty • Risk of isolation • Ability to respond to smoke/fire alarms	• Curriculum reflects disability awareness • Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers			
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