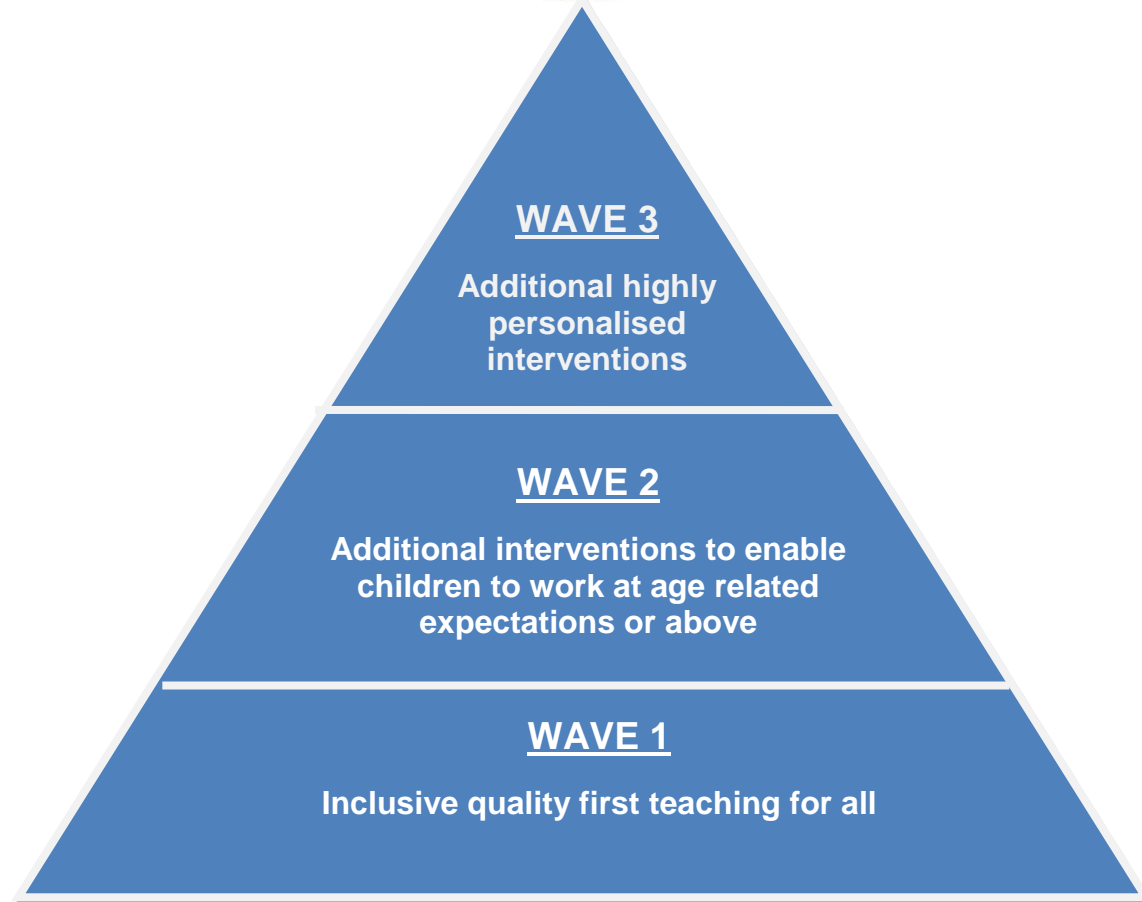


# St Alban's Whole School Provision Map



ST ALBAN'S  
CATHOLIC PRIMARY SCHOOL  
LEAD THE WAY



**Waves of Intervention Model**

## St Alban's Whole School Provision Map

Cognition and Learning	
Wave	Support
<b>1</b>	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, use of ICT, adult and peer modelling, focus group work, intervention groups e.g. comprehension, handwriting or numeracy, monitoring of intervention groups and progression by core coordinators, individual key targets, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.
<b>2</b>	Individual key targets, a range of additional differentiated intervention and focus groups, 1:1 target work, provision monitoring, monitoring of intervention groups and progression by core coordinators, tracking, additional varied resources, support programmes to address individual needs including pre- and post-teaching, in class adult support from both class teacher and learning support assistants (LSA), individual spelling programmes, promotion of independent learning skills.
<b>3</b>	Individual Support Provision Plans (ISP), Individual and targeted assessments, ISP targets reviewed termly that are discussed and agreed with parents, suggested strategies to support at home, regular contact with parents, outside agencies frequently consulted to support individuals, curriculum adaptations, 1:1 and focus group work, additional groups and 1:1 work planned and implemented by SENCo, additional resources, risk assessments, monitoring of provision and progression by SENCo and outside agencies including Learning & Language Support (LLS), planned use of scribes, daily reading time, promotion of independent learning skills.

Speech, Language and Communication	
Wave	Support
<b>1</b>	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, use of ICT, adult and peer modelling, group work, talk partners, frequent class and group discussions, focus group work, intervention groups, monitoring of intervention groups and progression by core coordinators, individual key targets, visual aids and daily timetables, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, regular parents' evenings, supportive relationships, celebration of all achievements, stimulating and interactive displays, inclusion for all, promotion of independent learning skills.
<b>2</b>	Individual key targets, a range of additional differentiated intervention and focus groups, 1:1 target work, provision monitoring, monitoring of groups and progression by core coordinators, tracking, additional varied resources, support programmes to address individual needs, Book Club to broaden vocabulary of targeted KS1 children, in class adult support from both class teacher and learning support assistants (LSA), promotion of independent learning skills.
<b>3</b>	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 SENCo, additional resources and a range of targeted language and ASD programmes, monitoring of provision and progression by SENCo and outside agencies including speech and language therapists and Learning & Language Support (LLS), use of scribes, daily reading time, promotion of independence.

## St Alban's Whole School Provision Map

Social, Emotional and Behavioural	
Wave	Support
<b>1</b>	Quality first teaching, differentiated curriculum including PSHE, creative planning, varied and practical resources to aid learning, variety of teaching and learning strategies, use of ICT, adult and peer modelling, focus group work, monitoring of intervention groups and progression by core coordinators, Golden Time Y1-3, individual key targets, visual aids and daily timetables, positive verbal and written feedback, group work, talk partners, frequent class and group discussions to encourage collaborative work, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements and effort, stimulating and interactive displays, Y6 Play Leaders, inclusion for all, promotion of independent learning skills.
<b>2</b>	Individual key targets, a range of additional differentiated intervention and focus groups, monitoring of groups and progression by core coordinators, 1:1 target work, home school books, additional resources, support programmes and groups to address individual needs including, social skills groups, counselling sessions to address individual needs including anger management, anxieties & social difficulties, in class adult support from both class teacher & LSAs, discrete playground monitoring, reward charts, promotion of independent learning skills.
<b>3</b>	Individual Support Provision Plans (ISP), ISP targets reviewed termly that 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, regular contact with parents, outside agencies frequently consulted including Behaviour Support, 1:1 and focus group work, additional groups and 1:1 work planned and implemented by SENCo, monitoring of provision and progression by SENCo and Behaviour Support, risk assessments, promotion of independent learning skills.

Physical and Sensory	
Wave	Support
<b>1</b>	Quality first teaching, differentiated curriculum, creative planning, varied and practical resources to aid physical & sensory difficulties including, laptops, desk slopes & foot boxes, variety of teaching and learning strategies, use of ICT, adult and peer modelling, handwriting lessons, individual key targets, visual aids and daily timetables, careful classroom seating, positive verbal and written feedback, termly tracking and proactive monitoring, regular pupil progress meetings, wide range of clubs, open door policy, regular parents' evenings, supportive relationships, celebration of all achievements, inclusion for all, promotion of independent learning skills.
<b>2</b>	Individual key targets, a range of additional differentiated intervention and focus groups, 1:1 target work, provision monitoring, tracking, monitoring of groups and progression by core coordinators, additional varied resources, support programmes to address individual needs including fine motor skills, handwriting, in class adult support from both class teacher & LSAs, promotion of independent learning skills.
<b>3</b>	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 supervision 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 and SEN HLTA, monitoring of provision and progression by SENCo, risk assessments, use of scribes, promotion of independent learning skills.

