



## Hollydale Whole-School Provision Map 2023-24

### **Wave 1 Inclusive quality first teaching for all.**

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

#### Wave 1 examples:

- ★ Differentiated curriculum
- ★ Differentiated delivery e.g. simplified language, slower pace
- ★ Adapted visual aids, modelling
- ★ Use of writing frames etc.
- ★ Use of technology- talking buttons, laptops to type on

### **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.

#### Wave 2 examples:

- ★ In class TA literacy and numeracy support
- ★ Literacy Lab
- ★ Small phonics groups
- ★ Reading with Beanstalk volunteer

### **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 literacy, phonic programme
- ★ Individual arrangements for SATs

## Communication & Interaction

### Useful Support:

- Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
- The Communication Trust primary and secondary school age progression tools may be used to assess language skills
- Universally Speaking
- 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/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3
<p><b><u>Interaction</u></b></p> <ul style="list-style-type: none"> <li>• Difficulty knowing how to talk and listen to others in a conversation.</li> <li>• Difficulty in making and maintaining friendships.</li> <li>• Anxiety in busy, unpredictable environments.</li> <li>• Difficulty in coping with new and unpredictable situations.</li> <li>• Difficulty with using knowledge and skills functionally to generalise to various situations.</li> <li>• Difficulty predicting others and understanding their motives.</li> <li>• Difficulty reading the facial expressions of others.</li> <li>• Rigid thinking, including strict routines and rituals.</li> <li>• Difficulty predicting others and understanding their motives</li> <li>• Inability to read the facial expressions of others</li> <li>• Rigid thinking, including strong routines and rituals</li> <li>• Difficulty understanding the rules of social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>• Preparation for change of activity or lesson</li> <li>• Visual prompting and cues – timetable, instructions, demarcating areas</li> <li>• Systematic organisation of independent learning tasks and activities</li> <li>• TAs facilitating structured games in the playground.</li> <li>• TAs modelling social interactions in the playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Lego therapy groups delivered by TAs.</li> <li>• Confidence club-lunchtime</li> <li>• Nuffield Early Language Intervention- EYFS only</li> <li>• Personalised timetables and now and next boards</li> <li>• Individual phonics groups with emphasis on segmenting and blending.</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting list for school Speech and Language Therapist.</li> <li>• Referral to Southwark ASD team and implementation of recommendations.</li> <li>• Referral to Educational Psychologist and implementation of recommendations.</li> <li>• Intensive Interaction approaches.</li> <li>• Individual vocabulary book</li> </ul>

<ul style="list-style-type: none"> <li>• Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend</li> <li>• Attention and conversation focused on own needs and interests</li> <li>• Extreme reactions, rather than a measured response</li> <li>• Problems with unwritten rules e.g. you don't talk in assembly</li> <li>• Problems with subtle social rules e.g. those governing dating and sexual relationships</li> <li>• Unable to cope with close proximity to others</li> <li>• Echolalia, rather than meaningful language</li> <li>• Lack of response inhibitions, e.g. can't wait, shouts out, runs off</li> <li>• Literal understanding of language- struggles to understand sarcasm/humour/idiom/metaphors</li> <li>• May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism</li> </ul> <p><b><u>Speech and Language</u></b></p> <ul style="list-style-type: none"> <li>• Speech that is sometimes difficult to understand</li> <li>• Decoding often poor in literacy</li> <li>• Speech difficulties are impeding literacy development</li> <li>• Speech may be incomprehensible to an unknown adult or peer</li> <li>• Specific difficulties in hearing or perceiving speech, particularly in distracting environments</li> <li>• Difficulty when saying words or sentences</li> <li>• Difficulty understanding words or sentences</li> <li>• Difficulty following/processing instructions</li> <li>• Short attention span</li> <li>• Comprehension and/or decoding affected in literacy</li> <li>• Considerable difficulties with receptive and/or expressive vocabulary</li> <li>• Considerable difficulty understanding words, sentences and instructions</li> <li>• Severe difficulties with receptive and expressive vocabulary</li> <li>• Difficulty in formulating a spoken sentence</li> <li>• Severe difficulty understanding words, sentences and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Clear rewards and sanctions – including motivators</li> <li>• Visual Timetables</li> <li>• Clear and specific learning objectives</li> <li>• Pace and pitch altered to support learning needs</li> <li>• Overt expectations made explicit</li> <li>• Calm learning environment</li> <li>• Prompt cards for group roles and conversation skills</li> <li>• Provision of a quiet workstation</li> <li>• Attention and listening activities</li> <li>• Oral blending and segmentation linked to reading and spelling</li> <li>• Consistent support from teacher and TA to reinforce speech sounds throughout the day</li> <li>• Support to develop peer relationships and participate in group work when intelligibility is a problem</li> <li>• Phonics programme with strong phonological awareness component</li> <li>• Explicit teaching of vocabulary</li> </ul>		
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## Cognition and Learning

Useful Links: <http://www.bdadyslexia.org.uk/>  
<http://www.thedyslexia-spldtrust.org.uk/>  
<https://helenarkell.org.uk/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Low levels of attainment</li> <li>• Phonological and short-term memory difficulties</li> <li>• Difficulty in dealing with abstract ideas</li> <li>• Some speech and language difficulties e.g. generalising information, understanding abstract language</li> <li>• Some difficulties with fine or gross motor skills</li> <li>• Some signs of frustration and/or aggressive behaviours</li> <li>• Difficulties involving specific skills such as sequencing, ordering, word finding</li> <li>• Difficulty forming concepts particularly when information is more abstract</li> <li>• Limited skills in verbal exchanges</li> <li>• Avoidance strategies</li> <li>• Low self-confidence/esteem</li> <li>• Episodes of dis-engagement</li> <li>• Difficulty acquiring new skills (particularly in literacy and numeracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil's name and eye contact established before giving instructions (unless autism is present/suspected)</li> <li>• Clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>• Clarify, display and refer back to new/difficult vocabulary</li> <li>• Pre-teach vocabulary and key concepts</li> <li>• Check for understanding</li> <li>• Consistent use of positive language</li> <li>• Jot down key points/instructions</li> <li>• Give time before response is needed</li> <li>• Visual cues and prompts</li> <li>• Visual timetable</li> <li>• Collaborative working opportunities</li> <li>• Key vocabulary displayed/available</li> <li>• Time given for processing</li> <li>• Consistent use of terms</li> <li>• Repetition and reinforcement of skills including worked examples</li> </ul>	<ul style="list-style-type: none"> <li>• Small-group phonics interventions with TA or teacher.</li> <li>• 1:1 reading programme with TA.</li> <li>• Literacy Lab intervention.</li> <li>• 1:1 reading with Beanstalk volunteer.</li> <li>• Alternative methods of recording work, eg mind mapping, recording on a sound button, typing.</li> <li>• Use of specialist programmes to make resources, e.g Communicate in Print.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to educational psychologist.</li> <li>• Referral for dyslexia assessment (Year 3 + only)</li> <li>• Referral to CENMAC (pupils with EHCPs only)</li> </ul>

	<ul style="list-style-type: none"><li>• Tasks simplified or extended</li><li>• Visually supportive learning environments e.g. working walls, word mats</li></ul>		
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## Social and Emotional Mental Health

Links:

<http://www.challengingbehaviour.org.uk/>  
<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>  
<https://slam.nhs.uk/southwark-camhs>  
<https://thenestsouthwark.org.uk/>

### Need

### Wave 1 (High Quality Teaching)

### Wave 2

### Wave 3

- 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
- Engage in bullying type behaviours
- 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, 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)

- PSHE curriculum- Jigsaw units focused on friendship and effective learning.
- 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.
- Positive behaviour policy- rewards such as certificates, dojos etc.
- Identify and build on preferred learning styles.

- Lego Therapy.
- Confidence Club at lunchtime.
- Now and Next choices to engage and motivate.
- Transition information gathered about triggers etc.
- Brain breaks and movement breaks.
- Pupil profile with targets set linked to SEMH.
- Individual reward charts.
- Behaviour monitoring books.
- Fidget toys to maintain focus and attention.

- Referral to CAMHS.
- Individual safety plan and risk assessment for pupils who display extreme behaviour.
- Enhanced personalised provision e.g. short-burst activities and rewards.
- Referral to Summer House behaviour support unit.

	<ul style="list-style-type: none"><li>• Positive language to re-direct, reinforce expectations e.g. use of others as role models.</li><li>• Environmental adaptation e.g. social seating and proximity to teacher.</li><li>• Time out systems within the classroom.</li><li>• Visual timetable to reinforce structure and routine.</li><li>• CPOMs to record incidents.</li><li>• ABC charts to explore triggers.</li><li>• Structured play opportunities in the playground.</li></ul>		
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## Sensory & Physical

Links:

- ★ <https://www.batod.org.uk>
- ★ <http://www.councilfordisabledchildren.org.uk/>
- ★ <https://www.nofas.org/>
- ★ <http://www.ndcs.org.uk/>
- ★ <https://www.natsip.org.uk/>
- ★ <http://www.pdnet.org.uk/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Hearing loss – severe, moderate or mild</li> <li>• Visual impairment/loss of visual field – severe, moderate or mild</li> <li>• Difficulty with handwriting/fine motor control</li> <li>• Sensory processing needs- covering ears, inability to focus in a noisy environment, sensitivity to textures, bright lights and sounds.</li> <li>• Sensory-seeking behaviour- fidgeting, chewing things, twisting hands, holding small objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced background noise.</li> <li>• Reduced visual clutter.</li> <li>• Frequent whole-class brain breaks.</li> <li>• Differentiated teaching.</li> <li>• Preferential seating and position of teacher.</li> <li>• Alternative ways of recording- not always writing down information.</li> <li>• Curriculum reflects disability awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Ear defenders.</li> <li>• Fidget toys.</li> <li>• Fine motor skills groups.</li> <li>• Sensory room.</li> <li>• Pupil profiles with specific sensory and physical targets.</li> <li>• Pencil grips.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist referral.</li> <li>• Occupational Therapy referral.</li> <li>• Referral to other specialists, eg ASD team.</li> </ul>



