



Hollydale Whole-School Provision Map 2025-26

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
<u>Interaction</u> • Difficulty knowing how to talk and listen to others in a conversation. • Difficulty in making and maintaining friendships. • Anxiety in busy, unpredictable environments. • Difficulty in coping with new and unpredictable situations. • Difficulty with using knowledge and skills functionally to generalise to various situations. • Difficulty predicting others and understanding their motives. • Difficulty reading the facial expressions of others. • Rigid thinking, including strict routines and rituals. • 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	• Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompting and cues – timetable, instructions, demarcating areas • Systematic organisation of independent learning tasks and activities • TAs facilitating structured games in the playground. • TAs modelling social interactions in the playground.	• Lego therapy groups delivered by TAs. • Confidence club-lunchtime • Nuffield Early Language Intervention- EYFS only • Personalised timetables and now and next boards • Individual phonics groups with emphasis on segmenting and blending.	• Waiting list for school Speech and Language Therapist. • Referral to Southwark ASD team and implementation of recommendations. • Referral to Educational Psychologist and implementation of recommendations. • Intensive Interaction approaches. • Individual vocabulary book

• Difficulties in understanding rules of politeness and manners e.g. may speak to Head teacher like a friend • 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 • 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/metaphors • May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism <u>Speech and Language</u> • 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 • 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 • Considerable difficulty understanding words, sentences and instructions • Severe difficulties with receptive and expressive vocabulary • Difficulty in formulating a spoken sentence • Severe difficulty understanding words, sentences and instructions	• Clear rewards and sanctions – including motivators • Visual Timetables • 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 • Provision of a quiet workstation • 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 • Explicit teaching of vocabulary		
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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
• Low levels of attainment • Phonological and short-term memory difficulties • 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 • Difficulty acquiring new skills (particularly in literacy and numeracy)	• 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	• Small-group phonics interventions with TA or teacher. • 1:1 reading programme with TA. • Literacy Lab intervention. • 1:1 reading with Beanstalk volunteer. • Alternative methods of recording work, eg mind mapping, recording on a sound button, typing. • Use of specialist programmes to make resources, e.g Communicate in Print.	• Referral to educational psychologist. • Referral for dyslexia assessment (Year 3 + only) • Referral to CENMAC (pupils with EHCPs only)

	• Tasks simplified or extended • Visually supportive learning environments e.g. working walls, word mats		
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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.

	• Positive language to re-direct, reinforce expectations e.g. use of others as role models. • Environmental adaptation e.g. social seating and proximity to teacher. • Time out systems within the classroom. • Visual timetable to reinforce structure and routine. • CPOMs to record incidents. • ABC charts to explore triggers. • Structured play opportunities in the playground.		
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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
- Hearing loss – severe, moderate or mild - Visual impairment/loss of visual field – severe, moderate or mild - Difficulty with handwriting/fine motor control - Sensory processing needs- covering ears, inability to focus in a noisy environment, sensitivity to textures, bright lights and sounds. - Sensory-seeking behaviour- fidgeting, chewing things, twisting hands, holding small objects.	- Reduced background noise. - Reduced visual clutter. - Frequent whole-class brain breaks. - Differentiated teaching. - Preferential seating and position of teacher. - Alternative ways of recording- not always writing down information. - Curriculum reflects disability awareness.	- Ear defenders. - Fidget toys. - Fine motor skills groups. - Sensory room. - Pupil profiles with specific sensory and physical targets. - Pencil grips.	- Educational Psychologist referral. - Occupational Therapy referral. - Referral to other specialists, eg ASD team.

