

2024-2025 Provision Map – Kings Meadow Academy

The 'Waves of Intervention' model describes how different levels of intervention can be understood and systematically implemented.

Universal (Wave 1)	Targeted (Wave 2)	Specialist (Wave 3)
Universal support describes high-quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This included providing adapted work and creating an inclusive learning environment.	Targeted support describes specific, additional and time limited interventions provided for some children who need help to accelerate their progress to enable them to work at age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.	Specialist, targeted support describe provision for a minority of children where it is necessary to provide highly-tailored intervention to accelerate progress or enable children to achieve their potential.

Area of Need	<p style="text-align: center;">Universal</p> <p style="text-align: center;">High quality first teaching for all children</p>	<p style="text-align: center;">Targeted</p> <p style="text-align: center;">Catch Up, Keep up. Additional interventions to enable children to work at age related expectations</p>	<p style="text-align: center;">Specialist</p> <p style="text-align: center;">Additional and highly personalised interventions</p>
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<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, eg. simplified language and instructions, chunking instructions, processing time • Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving • Observation and assessment of what child already knows, understands and can do to aid future planning • A range of strategies used that will help child overcome barriers to learning e.g. use of models, images, pre-teach • Use of 'Talk Partners' to promote peer tutoring and learning. • Children encouraged to access resources independently Visual timetables 	<ul style="list-style-type: none"> • LSA trained to deliver support programmes to small groups – including assessment of needs using Well Comm resources • Social skills intervention groups – Socially speaking and Time to Talk groups promoting turn taking, listening and sharing • Nurture breakfast with Learning mentor to aid smooth transition from home to school. • Alternative learning environment – small group if unable to cope with full class. • Tailored WPS sessions for children working pre-key stage. 	<ul style="list-style-type: none"> • 1:1 speech and language programme from SaLT. • Support for alternative forms of communication e.g. Makaton • Individual workstations • 1:1 adult support • Flexible timetable • Start and Finish Baskets • First and Then boards • Visual prompt cards • Social stories • Daily Catch up/Pre-teach – reading, writing, phonics • Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc. <p>Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level</p>
	<ul style="list-style-type: none"> • Stimulating and interactive displays which promote and support the learning • Organisation of the classroom environment is conducive for learning. • Display and celebrate children's work • Structured and consistent school and class routines 		

- Clear and consistent marking code used throughout school which encourages children to correct and amend own work.
- Time given for children to respond to marking
- Quality feedback given (verbal and written)
- Use of symbols / visual prompts
- 'Show and Tell' opportunities
- 'Celebration' whole school assemblies
- Positive behaviour policy used consistently across the school.
- Positive praise and behaviour strategies used by all adults
- School council meet regularly to discuss issues
- Whole staff training on Autism spectrum

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • A book rich curriculum which makes links between different areas of the curriculum. <ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning • Active, engaging and challenging lessons that recap on prior learning and link directly to the objectives, outcomes and success criteria of the lesson as a whole • Personalised and differentiated teaching 	<ul style="list-style-type: none"> • Phonic Intervention groups <ul style="list-style-type: none"> • Reading comprehension groups – Fresh start KS2 • Extra resources/equipment to support learning • Targeted intervention teaching specific to a groups' learning needs e.g. spellings 	<ul style="list-style-type: none"> • Coloured overlays / paper / large print books and exercise books <ul style="list-style-type: none"> • Rainbow words interventions • Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc.
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- Differentiated questioning including open ended questions to challenge
- and stimulate discussion
- Observation and assessment of what child already knows, understands and can do to inform future planning.
- Formative Assessment
- Observations and summative assessment links to the National Curriculum Programme of study
- A range of strategies used to help child overcome barriers to learning
e.g. use of models, images, pre-teach
- Tasks are clearly explained, repeated and modelled
- Organisation of the classroom environment is conducive for learning
- Equipment and resources clearly labelled and accessible
- Increased visual aids / modelling etc
- Visual timetables.
- Use of writing frames
- Word banks

- Individual support in class for phonics, maths, reading and writing
- Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level

- In-class support from teacher / LSA

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- All year groups have planned visits that relate to their curriculum
- Systems of marking and assessment track children's progress and show them how to move forward
- Daily guided reading sessions in KS2
- All children have a reading book at their level to take home daily
- Clearly labelled and well organised library with a wide variety of fiction and non-fiction books

<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Whole school behaviour policy. • Restorative and positive practice • Whole school rules – consistent throughout school • Whole school reward and sanctions systems • Celebration certificates presented in whole school weekly celebration assemblies • Weekly discreet PSHE lessons based on the • 'SCARF' scheme • Class responsibilities • Whole staff training on Behaviour Management • Team Teach training – de-escalation strategies (specific staff) • Warm relationships, humour and clear expectations are fostered • Corridor displays celebrate children's work • Children trained to be playground leaders and support peers at lunchtimes • After school clubs • Attendance monitored 	<ul style="list-style-type: none"> • Access to members of staff for friendship /self-esteem / confidence / anger management groups etc. Support for unstructured times Home /school behaviour record • Transition planning, support and liaison • Social Skills Groups (Time to talk) • Daily Emotional Register • Lego intervention 	<ul style="list-style-type: none"> • Inclusion Support from LA including BEST support <ul style="list-style-type: none"> • Support from enhanced provisions • 1:1 LSA sessions to develop self-esteem, confidence, develop anger management strategies etc. • Social Skills intervention groups 1-1 • CAMHS support through Futures In Mind • Individual Behaviour Plan • Access to equipment such as fiddle toys. Access to 'Sensory Tents' during times of anxiety and frustration. • Individual timetables • Playground support • Individual and in class support • Individual behaviour plans • Home/school liaison
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Medical training available when required • Staff awareness and understanding. • Accessible environment but limited due to steps • Carpeted classrooms to reduce background noise • Use of pencil grips • Healthy and varied meals including daily salad cart • Walks around local area • Whole staff training on epilepsy/seizures 	<ul style="list-style-type: none"> • Additional handwriting practise • Access to equipment, ie. writing slopes • Access to areas which are as free from distraction as possible • Additional handwriting activities • Fine and gross motor skills interventions • Medical support 	<ul style="list-style-type: none"> • Access to support via VI and HI teams • Occupational Therapy programmes • Individual support in PE • Medical support tailored to individual needs • When needed training would be required, but obtained, for the following: <ul style="list-style-type: none"> • Physiotherapy programme • 1:1 adult support to access the school environment and learning • 1:1 medical support to monitor blood sugar levels / food intake etc for pupils with diabetes • Access to trained staff to support medical condition • Advice and support from Occupational Therapy, Physical and Sensory Support and the Health Services.
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