

King's Meadow Academy Provision Map 2024-25

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: Communication and Interaction

Universal provision	Targeted provision	Specialist provision
<p>Differentiated curriculum planning, activities, delivery and outcome, eg. simplified language and instructions, chunking instructions, processing time</p> <p>Adaptive teaching</p> <p>Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving.</p> <p>Observation and assessment of what child already knows, understands and can do to aid future planning.</p> <p>A range of strategies used that will help child overcome barriers to learning e.g. use of models, images, pre-teach, specific vocabulary teaching, concrete apparatus.</p>	<p>LSA trained to deliver support programmes to small groups</p> <p>Well Comm SALT programme (EYFS to Y6)</p> <p>Social skills intervention groups – Socially speaking and Time to Talk groups promoting turn taking, listening and sharing</p> <p>Nurture breakfast with Learning mentor to aid smooth transition from home to school.</p> <p>Alternative learning environment – small group if unable to cope with full class.</p> <p>KS2 Reading for Fluency group from Jan 2025</p>	<p>1:1 speech and language programme from SaLT.</p> <p>Support for alternative forms of communication e.g. Makaton</p> <p>Individual workstations</p> <p>1:1 adult support</p> <p>Flexible, individualised timetable</p> <p>Start and Finish Baskets</p> <p>First and Then boards</p> <p>Visual prompt cards</p>

<p>Use of 'Talk Partners' to promote peer tutoring and learning. Children encouraged to access resources independently.</p> <p>Visual timetables and symbols used to support communication.</p> <p>Stimulating displays which promote and support the learning</p> <p>Organisation of the classroom environment is conducive for learning.</p> <p>Structured and consistent school and class routines</p> <p>Clear and consistent marking code used throughout school which encourages children to correct and amend own work.</p> <p>Time given for children to respond to marking Quality feedback given (verbal and written)</p> <p>'Celebration' whole school assemblies</p> <p>Positive behaviour policy used consistently across the school.</p> <p>Positive praise and behaviour strategies used by all adults.</p> <p>School council meet regularly to discuss issues</p>		<p>Social stories</p> <p>Daily Catch up/Pre-teach – reading, writing, phonics</p> <p>Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc.</p> <p>Use of talk tins</p> <p>Translation software</p>
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All staff receive Autism training		
Area of Need: Cognition and Learning		
Universal provision	Targeted provision	Specialist provision
<p>Adaptive teaching</p> <p>A book rich curriculum which makes links between different areas of the curriculum.</p> <p>Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning</p> <p>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</p> <p>Personalised and differentiated teaching</p> <p>Differentiated questioning including open ended questions to challenge and stimulate discussion</p> <p>Observation and assessment of what child already knows, understands and can do to inform future planning.</p> <p>Formative Assessment</p>	<p>Phonic Intervention groups:</p> <p>~ Reading comprehension groups – Fresh start KS2</p> <p>RWI EYFS and KS1 catch up groups</p> <p>~Extra resources/equipment to support learning</p> <p>~Targeted intervention teaching specific to a groups' learning needs e.g. spellings</p> <p>WPS groups to support maths and literacy progress (KS2)</p> <p>Memory games Intervention (Y6)</p> <p>Maths intervention group (Y6, Y2)</p> <p>Writing support for name writing (Y2)</p> <p>Times Tables intervention (Y4)</p> <p>KS2 Reading for Fluency group from Jan 2025</p>	<p>Coloured overlays / paper / large print books and exercise books</p> <p>Rainbow words interventions</p> <p>High frequency words intervention (Y6)</p> <p>Name Flip to support name writing (Y3/4)</p> <p>Colourful Semantics</p> <p>Individual story time (Y6)</p> <p>1:1 Reading</p> <p>1:1 RWI</p> <p>Alphabet Arc</p> <p>Individual support in class for phonics, maths, reading and writing</p> <p>Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level</p>

<p>Observations and summative assessment links to the National Curriculum Programme of study</p> <p>Strategies used to help child overcome barriers to learning e.g. use of models, images, pre-teach, visual aids</p> <p>Tasks are clearly explained, repeated and modelled</p> <p>Organisation of the classroom environment is conducive for learning</p> <p>Equipment and resources clearly labelled and accessible</p> <p>Visual timetables.</p> <p>Use of writing frames and word banks</p> <p>In class support from LSA</p> <p>All year groups have planned visits that relate to and enhance the curriculum.</p> <p>Systems of marking and assessment track children's progress and show them how to move forward</p> <p>Daily Guided reading sessions in KS2</p> <p>Read Write Inc in KS1</p>		<p>Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc.</p>
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Clearly labelled and well organised library with a wide variety of fiction and not-fiction books		
Corridor books Reading challenge wall		
Book vending machine		

Area of need: Social, Emotional and Mental Health Difficulties (SEMH)		
Universal provision	Targeted provision	Specialist provision
Whole school behaviour policy.	Access to members of staff for friendship /self-esteem / confidence / anger management groups etc.	Inclusion Support from LA including BEST support Support from enhanced provisions
Restorative and positive practice	Support for unstructured times , including access to The Nest	1:1 LSA sessions to develop self-esteem, confidence, develop anger management strategies etc.
Whole school rules – consistent throughout school	Nurture breakfast	Social Skills intervention groups 1-1
Whole school reward and sanctions systems	Home /school behaviour record	CAMHS support through Futures In Mind
Zones of Regulations used throughout the day, including morning check-ins	Transition planning, support and liaison	Individual Behaviour Plan - Important Information About Me and Hierarchy of Need
Adaptive teaching	Social Skills Groups (Time to talk)	Access to equipment such as fiddle toys.
Celebration certificates presented in whole school weekly celebration assemblies	ELSA	Access to 'Sensory Tents' and Safe Space during times of anxiety and frustration.
Weekly discreet PSHE lessons based on the 'SCARF' scheme	Daily Emotional Register	

<p>Class responsibilities</p> <p>Whole staff training on Behaviour Management Support staff training on the Relational Approach</p> <p>Waterton Specialist Group training on Emotion Coaching</p> <p>Team Teach training – de-escalation strategies (specific staff)</p> <p>Warm relationships, humour and clear expectations are fostered</p> <p>Corridor displays celebrate children’s work</p> <p>Children trained to be playground leaders and support peers at lunchtimes</p> <p>After school clubs</p> <p>Attendance monitored</p>	<p>Quad time for sensory regulation</p> <p>Lego Therapy intervention</p> <p>Y6 resilience transition group</p> <p>Access to fiddle toys</p>	<p>Individual timetables</p> <p>Playground support</p> <p>Individual and in class support</p> <p>1:1 Nurture breakfast</p> <p>Access to The Nest</p> <p>Home/school liaison</p> <p>Individual resilience and transition sessions</p>
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Area of Need: Sensory and/or Physical needs		
Universal provision	Targeted provision	Specialist provision
<p>Flexible teaching arrangements</p> <p>Adaptive teaching</p>	<p>Access to equipment, ie. writing slopes, wobble cushion, ear defenders</p>	<p>Access to support via VI and HI teams</p> <p>Occupational Therapy programmes</p>

<p>Medical training available when required to increase staff awareness and understanding.</p> <p>Accessible environment but limited due to steps</p> <p>Carpeted classrooms to reduce background noise Use of pencil grips</p> <p>Healthy and varied meals including daily salad cart, fruit and vegetable snacks</p> <p>Walks around local area</p> <p>Whole staff training on epilepsy/seizures</p>	<p>Access to areas which are as free from distraction as possible</p> <p>Additional handwriting activities</p> <p>Fine and gross motor skills interventions It's In A Bag : EYFS fine motor intervention</p> <p>Medical support</p> <p>Sensory audit undertaken and strategies used.</p>	<p>Individual support in PE Medical support tailored to individual needs</p> <p>When needed training would be obtained, for the following:</p> <p>1:1 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</p> <p>Access to trained staff to support medical condition</p> <p>Advice and support from Occupational Therapy, Physical and Sensory Support and the Health Services.</p>
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