

King's Meadow Academy Provision Map 2025-26

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>Quality First, Adaptive teaching</p> <p>All staff receive Autism training</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>Assess-Plan-Do-Review cycle</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>Use of 'Talk Partners' to promote peer tutoring and learning.</p>	<p>LSA trained to deliver support programmes to small groups</p> <p>WellComm 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 for parts of the day</p> <p>KS2 Reading for Fluency group</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>Children encouraged to access resources independently.</p> <p>Visual timetables and widget symbols in all classrooms used to support communication.</p> <p>Displays which promote and support the learning</p> <p>Structured and consistent school and class routines</p> <p>Positive behaviour policy used consistently across the school.</p>	<p>Musical Interaction</p> <p>Barrier Games</p>	<p>Visual prompt cards</p> <p>Social stories</p> <p>Use of talk tins</p> <p>Translation software</p> <p>Intensive Interaction</p> <p>Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc.</p>
<p>Area of Need: Cognition and Learning</p>		
Universal provision	Targeted provision	Specialist provision
<p>Adaptive Quality-First teaching</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>Differentiated questioning including open ended questions to challenge and stimulate discussion</p>	<p>Phonic Intervention groups:</p> <p>~ Reading comprehension groups – Fresh start KS2</p> <p>RWI EYFS and KS1 catch up groups</p> <p>Targetted intervention WPS groups to support maths and literacy progress (KS2)</p> <p>Memory games Intervention</p> <p>Maths intervention group</p> <p>Writing support for name writing</p> <p>Times Tables intervention</p>	<p>Coloured overlays / paper / large print books and exercise books</p> <p>Rainbow words interventions</p> <p>High frequency words intervention</p> <p>Name Flip to support name writing</p> <p>Colourful Semantics</p> <p>1:1 Reading</p> <p>1:1 RWI</p>

<p>Observation and assessment of what child already knows, understands and can do to inform future planning.</p> <p>Formative Assessment</p> <p>Observations and summative assessment links to the National Curriculum Programme of study</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 for all.</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>KS2 Reading for Fluency group</p>	<p>Alphabet Arc</p> <p>Nessy Reading and Spelling</p> <p>Daily Catch Up / Pre-teach: reading, writing, Phonics, Maths, non-core subjects</p> <p>Where needed Individual and personalised support is given within the setting to access the Curriculum at a differentiated level</p> <p>Other, bespoke provisions as recommended by external agencies e.g. Educational Psychology Service, WISENDSS etc.</p>
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<p>Clearly labelled and well organised library with a wide variety of fiction and not-fiction books</p> <p>Corridor books</p> <p>Reading challenge wall</p> <p>Book vending machine</p>		
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Area of need: Social, Emotional and Mental Health Difficulties (SEMH)		
Universal provision	Targeted provision	Specialist provision
<p>Whole school behaviour policy.</p> <p>One Life curriculum</p> <p>Restorative and positive practice</p> <p>Emotion boards used throughout the day, including for check-ins</p> <p>Adaptive teaching</p> <p>Celebration certificates presented in whole school weekly celebration assemblies</p> <p>Class responsibilities</p> <p>Support staff training on the Relational Approach</p>	<p>Access to members of staff for friendship /self-esteem / confidence / anger management groups etc.</p> <p>Support for unstructured times , including access to The Nest</p> <p>Nurture breakfast</p> <p>Home /school behaviour record</p> <p>Transition planning, support and liaison</p> <p>Social Skills Groups (Time to talk)</p> <p>ELSA</p>	<p>Inclusion Support from LA including BEST support</p> <p>Support from enhanced provisions</p> <p>1:1 LSA sessions to develop self-esteem, confidence, develop anger management strategies etc.</p> <p>Social Skills intervention groups 1-1</p> <p>CAMHS support through Futures In Mind</p> <p>Individual Behaviour Plan - Important Information About Me and Hierarchy of Need</p> <p>Access to equipment such as fiddle toys.</p>

<p>Waterton Specialist Group training on Emotion Coaching</p> <p>Team Teach training – de-escalation strategies (specific staff)</p> <p>Power Up Corners/ Sensory Circuits area for each classroom</p> <p>Warm relationships, humour and clear expectations are fostered</p> <p>Children trained to be playground leaders and support peers at lunchtimes</p> <p>After school clubs</p> <p>Attendance monitored</p>	<p>Daily Emotional Register</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>Access to Calm areas, quad and sensory room to support anxiety and emotional regulation.</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>Medical training available when required to increase staff awareness and understanding.</p>	<p>Access to equipment, ie. writing slopes, wobble cushion, ear defenders</p> <p>Access to areas which are as free from distraction as possible</p> <p>Additional handwriting activities</p>	<p>Access to support via VI and HI teams</p> <p>Occupational Therapy programmes</p> <p>1:1 support at lunchtime</p> <p>Individual support in PE</p>

<p>Accessible environment but limited due to steps</p> <p>Carpeted classrooms to reduce background noise</p> <p>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>Staff trained in diabetes.</p>	<p>Fine and gross motor skills interventions</p> <p>It's In A Bag : EYFS fine motor intervention</p> <p>Medical support</p> <p>Sensory audit undertaken and strategies used.</p> <p>Sensory Circuits.</p> <p>Power Up Corners</p> <p>Touch Typing intervention</p>	<p>Medical support tailored to individual needs, Child specific medical support training for staff when required.</p> <p>When needed training is obtained, for the following:</p> <p>1:1 Physiotherapy programme</p> <p>1:1 adult support to access the school environment and learning</p> <p>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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