



Kemsley Primary Academy - Whole School Provision Map

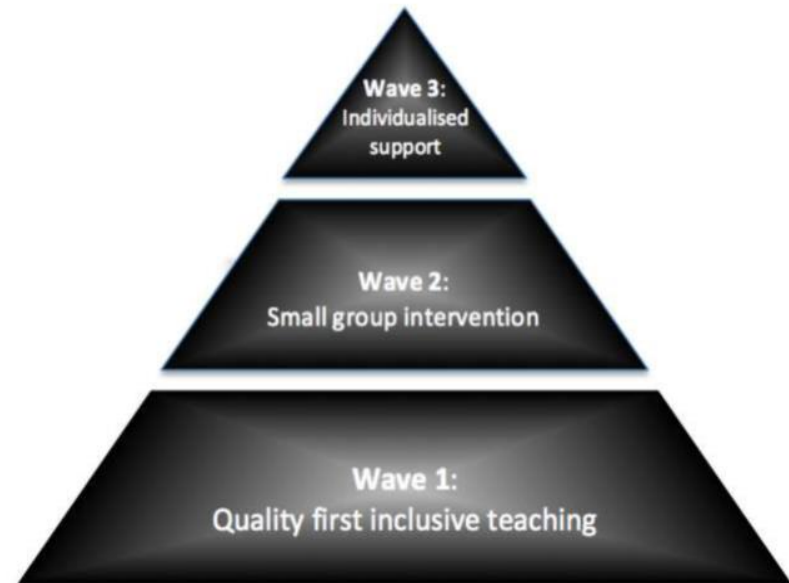
Waves of Teaching

Our provision map is arranged in three 'waves' of teaching as outlined in the diagram to the left. The SEND Code of Practice (2015) states that: "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people." This is the Quality First Teaching labelled as Wave 1.

Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review." If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention i.e. Wave 2.

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3. Many children receiving Wave 3 provision will be classified as having a Special Educational Need (SEN).

Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's SEN Information Report.





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Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated teaching and learning as well as creating an inclusive learning environment. The following table demonstrates some examples of our Wave 1 provision, which will be regularly adapted to suit the needs of the children.

<p>Curriculum</p> <ul style="list-style-type: none"> ● Broad and balanced project based, thematic curriculum ● Exciting themes providing a range of rich and memorable learning experiences ● Well-planned, differentiated lessons ● Use of multi-sensory approaches (visual, auditory, kinaesthetic) ● Assemblies, trips, memorable experiences, themed events, visiting speakers ● Forest School 	<p>Pastoral</p> <ul style="list-style-type: none"> ● Inclusive ethos which celebrates difference and all children feel safe and loved ● Staff work to foster relationships with children and parents/carers ● School Council to promote pupil voice ● High expectations of behaviour and effort ● Opportunities to share learning and achievements within school and with parents ● Attendance and Well-Being Officer and Creative Support Leader ● Billy, the school dog
<p>Assessment and Feedback</p> <ul style="list-style-type: none"> ● Attainment and progress of all children assessed and tracked throughout the year ● Holistic approach to pupil progress meetings which takes into account the individual circumstances of each child alongside their attainment, progress and prior attainment ● Quality first marking informs children of their next steps ● Class Based Feedback interventions if pupils have not met the learning objective in core subject lessons - targeted afternoon intervention with class TA ● Good communication with parents through informal e.g. at collection time and formal means e.g. at parent's evenings 	<p>Environment / Resources</p> <ul style="list-style-type: none"> ● Classrooms are organised to encourage independence ● Visual timetables are displayed and updated in each class ● Learning prompts/interactive learning walls are displayed on classroom walls ● Children's learning is displayed throughout the school often chosen by the children ● Classroom/school expectations and values are displayed and referred to ● Daily Mile ● Visual Learning resources ● I-Zone - computers, iPads, IWB. ● Varied outdoor areas including Woodland area, outdoor learning pods, adventure playground, Kaloo, sensory zone and the field ● Snack Shack - opportunities to experience cooking and share with parents and carers



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Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targets at a group of children with similar needs. In some cases we may take advice from outside agencies to enable us to target the support for children at Wave 2.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Phonics Intervention One Minute Reading In-class Support from TA Writing Intervention group Precision teaching Activities Memory Support Writing Intervention Maths Intervention Coloured Overlays Clicker Dragon Dictation App Advice / guidance from Local Inclusion Forum Team	Input by Independent Speech and Language Therapist Use of social Stories Use of Makaton Use of visual Symbols, PECS Oro-motor activities / Mr Tongue Speech and Language Link / Junior Language Link Speech production Interventions - small group or one to one Language Development group In class support from TA Lego as an Intervention Advice / guidance from Local Inclusion Forum Team	Munch Bunch - small lunchtime provision Individual and group rewards Billy, the school Dog Talking Time Social Skills groups Drawing and Talking Box of Feelings Positive People Volcano in my Tummy Sensory Circuits Advice / guidance from Local Inclusion Forum Team	Speed Up Clever Fingers Gross Motor Skill activities Sensory Circuits Adapted resources e.g. wedges, pencil grips, ear-defenders Sensory Circuits Advice/guidance Local Inclusion Forum Team

Wave 3 is individualised 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. This may include specialist interventions, a high level of staffing or the involvement of outside agencies. A personalised plan may be developed.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Involvement of Specialist Teacher via Local Inclusion Forum Team Specialised reading support Specialised writing support Specialised maths support Involvement of Educational Psychologist	Involvement of Speech and Language Therapist Involvement of Specialist Teacher via Local Inclusion Forum Team Individual Workstation to support children who are unable to access learning at a group table Involvement of Educational Psychologist Specialist support focussed on communication (Makaton, PECS, etc...) Safe Place Personalised Curriculum	Involvement of Specialist teacher via Local Inclusion Forum Team Individual Behaviour Support Programme Involvement of Educational Psychologist Involvement of Kent and Young People's Mental Health Service to provide support to pupil and their family Safe Place Supported break times and lunchtimes	Involvement of Specialist teacher via Local Inclusion Forum Team 1:1 Support Involvement of Occupational Therapist Personalised Curriculum