



## PROVISION MAP FOR NORTHMEAD JUNIOR SCHOOL

**This map shows the waves of support which we provide:**

**Wave One** – Universal Provision (the quality inclusive teaching which takes into account the learning needs of all of our children)

**Wave Two** – Additional interventions to allow children to work at age-related expectations or above

**Wave Three** – Additional, highly personalised interventions for a minority of children who have specific special educational needs or barriers to learning

# Wave 1

Wave 1 is quality inclusive teaching which takes into account the learning needs of all the children in the school. It is based on differentiated work and an inclusive learning environment. The chart below outlines just some of the ways in which Northmead provides for its pupils:

<p><b>Quality first teaching is the foundation of all of our lessons, specifically:</b></p> <ul style="list-style-type: none"> <li>➤ Highly focused lessons with sharp objectives.</li> <li>➤ High demands of pupil involvement and engagement with their learning.</li> <li>➤ High levels of interaction for all pupils.</li> <li>➤ Appropriate use of teacher questioning, modelling and explaining.</li> <li>➤ An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in group.</li> <li>➤ A variety of learning styles used to suit the learning needs of individuals.</li> <li>➤ An expectation that pupils will accept responsibility for their own learning and work independently.</li> <li>➤ Regular use of encouragement and authentic praise to engage and motivate pupils.</li> <li>➤ Regular assessing and tracking of progress and attainment.</li> </ul>	<p><b>Our Curriculum:</b></p> <ul style="list-style-type: none"> <li>➤ Varied and creative - based around topics where possible.</li> <li>➤ Broad and balanced.</li> <li>➤ Lessons differentiated to meet the needs of each individual.</li> <li>➤ Children grouped according to ability for both literacy and numeracy in Year 6 – with each area being taught for a minimum of an hour a day. In the rest of the school, they are taught in mixed ability classes.</li> <li>➤ Specialists enhance learning in particular curriculum areas e.g. Sports coaches for PE. Swimming is taught by experienced swimming coaches at a local sports centre.</li> <li>➤ The opportunity to learn a different musical instrument in each year group.</li> <li>➤ Peripatetic music teachers offer private lessons.</li> <li>➤ Forest Schools programme run by a trained expert.</li> </ul>	<p><b>Classroom environment:</b></p> <p><b>Each room within our school has:</b></p> <ul style="list-style-type: none"> <li>➤ Appropriately sized furniture.</li> <li>➤ Displays which create a stimulating working environment.</li> <li>➤ A prominent visual timetable for that day.</li> <li>➤ An interactive white board and access to computers or laptops.</li> <li>➤ Drinking water available.</li> <li>➤ A range of resources easily accessible, e.g. dictionaries and thesauruses; stationery; paper; maths equipment.</li> <li>➤ A well stocked book corner.</li> <li>➤ Named trays and coat pegs for each child.</li> </ul>
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<p><b>Our staff:</b></p> <ul style="list-style-type: none"> <li>➤ Fully qualified teachers for every class.</li> <li>➤ A qualified SENDCo.</li> <li>➤ Learning support assistants who are skilled in assisting in the classroom and are trained to run specific interventions.</li> <li>➤ An experienced Emotional Literacy Support Assistant (ELSA)</li> <li>➤ An experienced Home School Link Worker who works with families and children in need of additional support in a range of situations and is also ELSA trained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Termly non-curricular day - where a selection of ‘out of the ordinary’ activities are on offer.</li> <li>➤ Whole-school themed week each Summer.</li> <li>➤ Annual sports day- where children compete for their house teams.</li> </ul> <p><b>General resources:</b></p> <ul style="list-style-type: none"> <li>➤ A structured reading system, which children progress through according to both fluency and comprehension ability.</li> <li>➤ Resources for each curriculum area are stored in central locations so that they can be easily accessed.</li> </ul>	<p><b>School environment:</b></p> <ul style="list-style-type: none"> <li>➤ A fully stocked library (children have the opportunity to visit both during lesson time and lunchtimes.)</li> <li>➤ A separate dining hall is adjacent to the school kitchens where food is freshly prepared on site.</li> <li>➤ A dedicated ICT suite with enough computers for each child to use their own in computing lessons. Additionally, laptops and chrome books available for use in class..</li> <li>➤ A sheltered outside classroom, equipped with tables and chairs, allows the school grounds to be fully utilised.</li> <li>➤ A well-developed woodland area enables forest schools activities.</li> </ul>
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<p><b>Links with the community:</b></p> <ul style="list-style-type: none"> <li>➤ Our curriculum is enhanced by support from visitors, for example: <ul style="list-style-type: none"> <li>○ Support in teaching RE from two local churches;</li> <li>○ Guildford Flames run anti-drugs talks in Year 6;</li> <li>○ Local police run safety sessions;</li> <li>○ Parent and ex-parent volunteers; support with reading and maths / literacy lessons.</li> </ul> </li> <li>➤ School Parents Association runs various events to raise funds to directly benefit the children.</li> <li>➤ Koosa Kids staff collect children from the school to take them safely to their nearby after school club.</li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ Parents are informed of homework schedules at the start of each year.</li> <li>➤ Children are provided with specific books in which to complete homework tasks.</li> <li>➤ Homework is differentiated and closely monitored.</li> <li>➤ Homework set includes: <ul style="list-style-type: none"> <li>○ Shared reading;</li> <li>○ Maths;</li> <li>○ Literacy;</li> <li>○ Spellings;</li> <li>○ Topic.</li> </ul> </li> </ul> <p>(The amount set increases as children move through the school.)</p>	<ul style="list-style-type: none"> <li>➤ Pottery lessons take place in our dedicated pottery room, which includes its own kiln. Alongside this, a DT room provides space and resources for designing and making.</li> <li>➤ Cooking lessons regularly take place in our well-resourced food technology area.</li> </ul> <p><b>Our outside environment includes:</b></p> <ul style="list-style-type: none"> <li>➤ A large playground, marked out with areas for specific games.</li> <li>➤ An all-weather pitch, with two football pitches.</li> <li>➤ A climbing frame.</li> <li>➤ A trim trail</li> <li>➤ Outdoor gym equipment</li> </ul>
<ul style="list-style-type: none"> <li>➤ Links with local charities.</li> </ul> <p><b>Links with parents:</b></p> <ul style="list-style-type: none"> <li>➤ Parents are welcome to see teachers throughout the year.</li> <li>➤ Three dedicated parent’s evenings.</li> <li>➤ Opportunities to view children’s work each term.</li> <li>➤ Exhibition evening each July.</li> <li>➤ Invites to special assemblies and services.</li> </ul> <p><b>Links with other schools:</b></p>	<p><b>Extra-curricular:</b></p> <ul style="list-style-type: none"> <li>➤ A wide range of lunchtime and after-school clubs are on offer, including: <ul style="list-style-type: none"> <li>○ A variety of sports;</li> <li>○ Music and singing groups;</li> <li>○ Grounds club;</li> <li>○ Animal care club.</li> </ul> </li> <li>➤ Opportunities to take part in tournaments and matches against other schools in a variety of sports.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Basketball posts.</li> <li>➤ Animal enclosure with chickens, ducks, rabbits and guinea pigs.</li> <li>➤ A shed packed with play equipment – which children have free access to at each break time.</li> <li>➤ Vegetable gardens.</li> <li>➤ A wildlife area and pond.</li> <li>➤ A large school field.</li> </ul> <p><b>Attitudes and behaviour:</b></p> <ul style="list-style-type: none"> <li>➤ Our ‘Learning 2 Learn’ approach encourages children to build learning powers through developing relationships, resilience,</li> </ul>

- Well-structured induction programme.
- Strong links with infant feeder schools.
- Good links with local secondary schools.
- Effective transition programmes for Year 6.

### **Links with outside agencies:**

- We work closely with a range of outside agencies, including:
  - Educational Psychologist;
  - Surrey Language and Learning Team;
  - Speech and Language Support;
  - Physical Disability Support;
  - Occupational therapists;
  - Behaviour Support;
  - CAMHS;
  - Educational Welfare Office.

- District sports each Summer.
- Daily morning club is available at nearby Stoughton Infants, with Northmead staff collecting the children to walk them safely to school.
- Each December a whole-school production involves every child.
- Children earn house points for their school House, through work, behaviour and competitions.
- Termly book fayres and an annual book week

### **Trips:**

- Children have the opportunity to attend day trips each year.
- Residential trips are offered in Years 4, 5 and 6.
- Additional opportunities are offered for music and theatre based outings

- Resourcefulness and reflectiveness.
- Assemblies follow monthly and weekly themes and offer the opportunity to share achievements.
- ‘Kelso’s choice’, where children are guided through managing small problems and seeking support with bigger ones, is in operation throughout the school.
- Year groups have clear behaviour management systems in place, based on high expectations and consistent boundaries.
- Year 6 playground buddies support others with small problems.
- An elected school council is kept busy in helping with the smooth running of the school.
- Year 6 house captains are involved in a variety of activities during the year, from showing visitors around to helping out at events.

## Wave 2

Wave 2 is small-group intervention for children who need help to accelerate their progress to enable them to work at or above age-related expectations. Interventions are target based and run for a specific time period, for example 6 or 12 weeks. The chart below lists some of the interventions which we use in Northmead at Wave 2 level. These change from term to term to meet the current needs of our children.

Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Literacy	Little Wandle Phonics	Daily session in small groups for 20 – 30 minutes Follows Little Wandle approach	To be able to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and be able to apply this knowledge as a route to decoding words.
Literacy	Handwriting	1 -3 times a week for 15 minute sessions Based on the school's cursive style of writing	Targets include: <ul style="list-style-type: none"> <li>• Correctly form each letter</li> <li>• Correctly join two letters together</li> <li>• Correctly join letters within a word</li> </ul>
Literacy (Reading)	Project X Code	<b>Year 3 /4:</b> 3 X half hour sessions per week for 12 weeks – 1:3	To improve reading fluency and comprehension, demonstrated by increase of 6 + months reading age / reading fluency and reading rate and increased knowledge of high frequency words
Literacy (Reading)	Comprehension Express	<b>Year 5 /6 :</b> 2 x 30 minute sessions per week for 12 weeks – 1:4	To improve reading comprehension skills, demonstrated by end of term / year test results.

Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Literacy (writing)	Developing written language skills	<b>All years:</b> Use of colourful semantics to support sentence construction.	To improve sentence manipulation, demonstrated by improvement in the quality of independent writing
Numeracy	Maths catch up	Linked to class lessons – individual or small group work to focus on areas of difficulty highlighted by teacher during that day’s lesson.	Children confidence and accuracy improved ready for the next lesson.
Social, emotional and mental health	ELSA Support (Emotional literacy Support Assistant)	Qualified ELSA will tailor a programme depending on the needs of the group	Improvement in the area of emotional literacy being targeted
Social Skills (ASD)	Socially Speaking	Communication and friendship based small group work	Detailed targets set by part of programme they are working on
Listening and memory skills	Various programmes, including Start Listening Look, Listen, Think	To secure greater levels of engagement in order to enable progress across all areas of the curriculum	Targets vary depending on stage on programmes
Physical (Fine Motor skills)	Jump Ahead / OT team packs	Weekly small-group sessions tailored to meet specific challenges, for example accurate cutting skills	Improvement in the area being targeted
Physical	Touch typing programme	Individualised programme for pupils with fine motor difficulties affecting handwriting	To quickly locate keys on a keyboard

## Wave 3

Wave 3 is additional, highly personalised intervention for a minority of children who have specific special educational needs or barriers to learning. It may follow discussion with external professionals and will be time-limited and highly structured so that small, achievable steps in learning are targeted.

The Wave 3 interventions at Northmead change from term to term to meet the needs of individuals at that time. Examples of some of the interventions we use are listed in the chart below:

Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Literacy	Phonological Awareness Programme	1:1 programme run by LSA or SENDCo – focussing on specific gaps in child’s phonological awareness	To meet or exceed individual targets
Spoken Language	EAL – Racing to English programme	1:1 programme run by TA – in consultation with REMA and EAL Leader.	Enabling child to become proficient in English so that they can access the curriculum
Speech / Language / Communication	Speech and language therapy	1:1 programme devised by speech therapist and run by TA	To succeed against child’s speech and language targets
Social, emotional and mental health	ELSA Support (Emotional literacy Support Assistant)	Qualified ELSA will tailor a programme depending on the needs of the individual	Improvement in the area of emotional literacy being targeted



Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Social, emotional and mental health	Home Link Worker support	HSLW works through tasks to help the individual to express their difficulties and work through solutions	The child is able to manage their emotions using the strategies worked through to help them to cope or manage their behaviour
Social, emotional and mental health	Break time Support	TA / Behaviour Support Assistant works with the child / small group to facilitate positive play at break times	Improved behaviour by the child
Social / Pragmatic Language	Black Sheep Talk About	1:1 programme devised by external advisors / Head of Centre and run by TA	To succeed against child's individual targets
Physical	Occupational Therapy	Occupational Therapist (OT) devises a 1:1 programme following an assessment with the child. This is run by a TA	To see improvement in areas targeted by the OT programme