

Dollis Primary School



Whole School Provision Map 2026-2027

Appendix 1

- **Wave One: Inclusive quality first teaching for all.**

Offering pupils an inclusive and well adapted experience in everyday lessons e.g. planned adaptive teaching by class/subject teacher, occasional support from TAs. Adaptations are made on an individual's needs basis, in collaboration with the parents. At least 4 out of 5 pupils should make good progress without further support. If the majority of pupils are not making progress on Wave 1, then the school will need to consider the appropriateness of their curriculum and adapt it to ensure that pupils make expected progress.

- **Wave 2: Additional interventions which enable children and young people to work at age related expectations or above**

Offering pupils short-term extra help to accelerate key points of learning. This will be small group, targeted and time limited, interventions, booster classes, holiday schools, mentoring programmes, etc. Entry and exit data are integral to the interventions enabling schools to evaluate impact. Those pupils who do have SEN support plans may need less information on them as provision maps will provide many details previously written in SEN Support plans.

- **Wave 3: Additional highly personalised interventions.**

Offering intensive targeted support when small group intervention fails to work. This wave of support includes interventions such as – Multi Sensory spelling (MSS), Pre-teaching vocabulary group. Individual support is linked to very precise personal targets and timescales. Pupils requiring this level of support will often also require additional advice from beyond the school.

Behavioural, Social and Emotional*

Wave One:

- Whole school and class reward systems promoting learning behaviour
- Whole school / class rules
- Whole school policy for behaviour management with graduated response
- Circle time as part of PSHE/Jigsaw
- Place to Be and use of emotion coaching
- Use of Widgit online
- Pets as Therapy, Therapy dog
- Movement breaks, wobble cushions, fidget items

Wave Two:

- Social Skills group training e.g. Turn taking, social stories, role play, Bucket time, cooking, life skills
- Small group circle time with the TA
- Monitoring at break times using ABC charts
- Drama, art or play therapy working in small group to enhance self-esteem
- Emotional skills group, SEMH intervention (Emotional Skills)
- BICS/BELS support
- Individual plans specifying bespoke support

Wave Three:

- Individual arrangements for SATs
- 1-1 behaviour programme e.g. calming techniques, Individual Contract and / or Reward System, close surveillance at break time, de-escalation tips
- Home to school diary
- Peer mentoring
- 1-1 Teacher time
- Additional planning and arrangements for transition
- Support from The Pavilion PRU or EK Outreach, bid for by the school

Communication and Interaction*

Wave One:

- Flexible teaching arrangements
- Structured school and classroom routines
- Adapted curriculum delivery e.g. simplified language or minimal use of language
- Adapted outputs e.g. cartoon strip instead of written prose, talking postcards, sound buttons
- Increased visual aids / modelling etc
- Visual timetables
- Use of symbols
- Use of ICT e.g. Clicker6, use of Widgit online
- Pets as Therapy, Therapy dog

Wave Two:

- In-class LSA support to aid delivery of targets
- Speech and language group support
- Social skills training group, restorative justice approaches
- Break time/lunch time monitoring
- Pre teaching vocabulary group
- Language Enrichment Programme
- NELI – Nuffield Early Language Intervention

Wave Three:

- Alternative means of communication – e.g. Teacher / class use of signing/use of equipment
- 1-1 speech therapy sessions – delivered by Speech Therapist and/or TA
- Support from advisory teacher on a termly basis, where appropriate
- Individual arrangements for SATs
- Visual timetable, Now and Next, Choice Board, bespoke core board, choice boxes
- Additional planning and arrangements for transition

Sensory and Physical *

Wave One:

- Flexible teaching arrangements e.g. Seating, pupil able to move at will to access lesson
- Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers.
- Availability of resources e.g. writing slopes, matt laminates, pencil grips, sensory cushions
- Designated zoned areas using tape or equipment
- Pets As Therapy, Therapy dog
- Adapted books to reduce visual requirement or strain

Wave Two:

- Brain gym exercises – e.g. in group as lesson warm-up
- One to one programmes
- Keyboard skills group training, BBC touch-typing
- Handwriting and / or fine motor programmes
- Visual / Auditory perception group activities
- OTTO, run by a member of school staff

Wave Three:

- 1-1 individual support in class to facilitate access to curriculum e.g. VI team enlarging texts
- Individual arrangements for SATs
- Teacher use of resources e.g. radio mic for hearing impaired
- TA to monitor safety and give discreet support as required e.g. physically impaired child
- 1-1 Physiotherapy programme – use of specialist plinth and equipment as advised by professionals
- Individual speech therapy and language support by TA
- Provision of specialist equipment e.g. seating, ICT
- Individual handwriting / fine motor / keyboard skills training
- Additional planning and arrangements for transition

Cognition and Learning *

Wave One:

- Adapted curriculum planning and work
- Adapted delivery e.g. simplified language, chunking information
- Adapted outcome e.g. cartoon strip instead of written prose, Clicker 7, BBC Touchtyping, Widgit online
- Increased visual aids / modelling etc
- Visual timetables, sound buttons, talking postcards
- Pets As Therapy, Therapy dog
- Illustrated dictionaries / spellcheckers
- Use of writing frames

Wave Two:

- In-class TA literacy and numeracy support, catch-up programmes
- Pre-teaching/precision teaching
- Pre teach vocabulary group
- Group use of ICT programmes
- Adapted resources e.g. dictionaries

Wave Three:

- 1-1 precision teaching – for literacy or numeracy
- 1-1 Literacy programmes – reading programme, Language for Thinking
- Individual arrangements for SATs
- Dyslexia programme e.g. Nessy, support from IAT
- Additional planning and arrangements for transition
- Support from EP termly

*the above interventions are not exhaustive – more information can be found on 'Waves on Provision Map' document.