



# Holland Moor Primary School

## **HOLLAND MOOR - School Provision Map 2025 - 2026**

### **Wave 1 Inclusive quality first teaching for all.**

Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

#### Wave 1 examples:

- ★ Personalised curriculum
- ★ Personalised delivery e.g. simplified language, slower pace
- ★ Personalised outcomes e.g. use of Text ease ★ Adapted visual aids, modelling ★ Use of writing frames etc.

### **Wave 2 Additional interventions to enable children to work at age-related expectations or above.**

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up) Wave 2 examples:

- ★ In class LSA literacy and numeracy support
- ★ Lexia, Memory Magic, Talkboost and catch up programmes
- ★ Small group – withdrawal
- ★ Multi-sensory spelling practice groups
- ★ Small group use of ICT programmes
- ★ Differentiated resources

### **Wave 3 Additional highly personalised interventions.**

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision, Wave 3 examples: ★ Speech and language interventions

- ★ External agency intervention
- ★ Individual literacy, phonic programme
- ★ Additional planning and individual arrangements for transition ★ Individual arrangements for SATs

## Communication & Interaction

### Assessment:

- ★ Phonics Assessments
- ★ Observations
- ★ Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS ★ Verbal and Non Verbal Testing in learning screenings

### Useful Support:

- ★ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
- ★ The Communication Trust primary and secondary school age progression tools may be used to assess language skills ★ Universally Speaking
- ★ The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
- ★ <http://www.ican.org.uk/>
- ★ <http://www.inclusive.co.uk/hardware/communicators-and-controllers> ★ <http://www.autism.org.uk/>
- ★ <https://speechlink.co.uk/auth/login>
- ★ <http://www.talkingpoint.org.uk/>
- ★ <https://www.thecommunicationtrust.org.uk/>
- ★ <http://www.smira.org.uk/>
- ★ <http://www.researchautism.net/>
- ★ <http://www.stammering.org/>
- ★ <http://www.autismeducationtrust.org.uk/>
- ★ <http://www.afasic.org.uk/>
- ★ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Difficulty knowing how to talk and listen to others in a conversation</li> <li>★ Difficulty making and maintaining friendships</li> </ul>	<ul style="list-style-type: none"> <li>★ Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>★ Preparation for change of activity or lesson</li> </ul>	<ul style="list-style-type: none"> <li>★ Personalised behaviour support</li> <li>★ Personalised interventions</li> </ul>	<ul style="list-style-type: none"> <li>★ Individualised programme, including interventions supported by the SENCO/outside professionals</li> </ul>	<ul style="list-style-type: none"> <li>★ Reduced anxiety</li> <li>★ Improved capacity for independent learning</li> <li>★ Increase in social interactions</li> </ul>

<ul style="list-style-type: none"> <li>★ Anxiety in busy, unpredictable environments</li> <li>★ Difficulty coping in new or unfamiliar situations</li> </ul> <p>Inability to cope with unstructured social situations, including transitions</p>	<ul style="list-style-type: none"> <li>★ Visual prompting and cues – timetable, instructions, demarcating areas</li> <li>★ Systematic organisation of independent learning tasks and activities</li> </ul> <p>Emotional literacy lessons in class</p>	<ul style="list-style-type: none"> <li>★ Paired or 1:1 curriculum tasks with differentiated support</li> </ul> <p>Individual work station and individual visual timetable</p>	<ul style="list-style-type: none"> <li>★ Specialist Team involvement</li> </ul> <p>Alternative Teaching Space</p>	<ul style="list-style-type: none"> <li>★ Improved social relationships and friendships</li> <li>★ Independent access to the school day</li> </ul> <p>Enhanced ability to work in groups</p>
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<b>Speech</b>				
<b>Need</b>	<b>Wave 1 (High Quality Teaching)</b>	<b>Wave 2</b>	<b>Wave 3</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>★ Speech that is sometimes difficult to understand</li> <li>★ Decoding often poor in literacy</li> <li>★ Speech difficulties are impeding literacy development</li> <li>★ Speech may be incomprehensible to an unknown adult or peer</li> <li>★ Specific difficulties in hearing or perceiving speech, particularly in distracting environments</li> <li>★ Speech difficulties have a significant impact on literacy</li> </ul>	<ul style="list-style-type: none"> <li>★ Provision of a quiet workstation</li> <li>★ Application of specific speech targets during the day in a quiet environment</li> <li>★ Attention and listening activities</li> <li>★ Oral blending and segmentation linked to reading and spelling</li> <li>★ Consistent support from teacher and TA to reinforce speech sounds throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>★ Targeted speech group</li> <li>★ Specific phonemic awareness programme linked to letters</li> <li>★ Segmentation activities linked to topic and functional vocabulary</li> <li>★ Speech cueing system, if advised by S&amp;LT, e.g.</li> <li>★ Talk buttons or talking postcards</li> <li>★ Phonological awareness activities linked to speech production</li> <li>★ Parental engagement to aid understanding of child's communication</li> </ul>	<ul style="list-style-type: none"> <li>★ Advice from Speech &amp; Language Therapy, Educational Psychologists (EPs), SENTASS</li> <li>★ Specific speech interventions as prescribed by Speech and Language Therapist</li> <li>★ Total communication approach including Makaton signs, symbols and gestures to communicate needs</li> </ul>	<ul style="list-style-type: none"> <li>★ Correct pronunciation of sounds in some situations</li> <li>★ Segmentation of spoken words</li> <li>★ Improved production of speech sounds (these still need to be applied throughout the day)</li> <li>★ Some segmentation of vocabulary – syllables, rhyme, phonemes</li> <li>★ Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level</li> </ul>

<ul style="list-style-type: none"> <li>★ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs</li> </ul>	<ul style="list-style-type: none"> <li>★ Support to develop peer relationships and participate in group work when intelligibility is a problem</li> <li>★ Phonics programme with strong phonological awareness component</li> <li>★ Additional Phonics – Supersonic Phonics Friends</li> <li>★ Good listening prompts</li> </ul>	<p>e.g. Home/school book/objects of reference box to aid understanding</p> <ul style="list-style-type: none"> <li>★ Communication Cookbook</li> <li>★ Communicate in print vocabulary cards</li> <li>★ Making &amp; breaking word activities</li> <li>★ Communication Cookbook</li> <li>★ Language for Thinking</li> <li>★ Non-literal language, idioms, jokes etc.</li> <li>★ Talk Boost KS1 is an evidence based programme for schools to deliver.</li> </ul>	<ul style="list-style-type: none"> <li>★ Individual programme, provided by S&amp;LT Specialist SALT LSAs</li> </ul>	
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<b>Language</b>				
<b>Need</b>	<b>Wave 1 (High Quality Teaching)</b>	<b>Wave 2</b>	<b>Wave 3</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>★ Difficulty when <i>saying</i> words or sentences</li> <li>★ Difficulty <i>understanding</i> words or sentences</li> <li>★ Difficulty following/processing instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Ensure you have the pupil's attention before giving an instruction</li> <li>★ Clear and simple explanations</li> </ul>	<ul style="list-style-type: none"> <li>★ Vocabulary teaching with phonological/semantic cues</li> <li>★ Use of information carrying words when giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Individualised Language Link or S&amp;LT programme</li> <li>★ Use of Makaton signing by staff</li> </ul>	<ul style="list-style-type: none"> <li>★ More contributions to class and group discussions</li> <li>★ Expanded oral and written sentences</li> <li>★ Increased confidence</li> <li>★ Improved listening and</li> </ul>

<ul style="list-style-type: none"> <li>★ Short attention span</li> <li>★ Comprehension and/or decoding affected in literacy</li> <li>★ Considerable difficulties with receptive and/or expressive vocabulary</li> <li>★ Short and inaccurate sentences – oral and written</li> <li>★ Considerable difficulty understanding words, sentences and instructions</li> <li>★ Severe difficulties with receptive and expressive vocabulary</li> <li>★ May speak and understand at a single word or phrase level</li> <li>★ Difficulty in formulating a spoken sentence</li> <li>★ Severe difficulty understanding words, sentences and instructions</li> </ul>	<ul style="list-style-type: none"> <li>★ Chunking instructions</li> <li>★ Extra time to process what has been said</li> <li>★ Check understanding of classwork and homework tasks</li> <li>★ Model correct sentence usage</li> <li>★ Visual support across the curriculum</li> <li>★ Broad range of sentence activities, e.g. description, news telling</li> <li>★ Talk partner opportunities</li> <li>★ Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way</li> <li>★ Guided reading for decoding and comprehension, especially inference</li> </ul>	<ul style="list-style-type: none"> <li>★ Targeted comprehension group</li> <li>★ Mind maps for vocabulary to link concepts</li> <li>★ Communication Cookbook</li> <li>★ Language for Thinking</li> <li>★ Non-literal language, idioms, jokes etc.</li> <li>★ Talk Boost for KS1 is an evidence based programme for schools to deliver.</li> </ul>	<ul style="list-style-type: none"> <li>★ Individual vocabulary wordbook</li> <li>★ Specialist SALT LSAs</li> </ul>	<ul style="list-style-type: none"> <li>attention</li> <li>★ Increase in confidence and self esteem</li> <li>★ Quicker processing of language</li> <li>★ Better understanding of lesson content leading to better progress</li> <li>★ Enhanced reading comprehension</li> <li>★ Correct usage of grammar, e.g. plurals and tenses</li> <li>★ Shift from spoken phrases to sentences</li> <li>★ Wider vocabulary, including core, extended &amp; subject words</li> <li>★ Improved factual understanding and/or inference</li> <li>★ Ability to follow longer instructions</li> <li>★ Improved words and sentences</li> <li>Improved communication</li> <li>★ Improved comprehension of basic language, instructions and expectations</li> <li>★ Improved curriculum access</li> </ul>
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## Cognition and Learning

### Assessment:

- ★ Observations and AfL
- ★ Learning difficulties Screening
- ★ Verbal and non-verbal reasoning test
- ★ Standardised reading and spelling assessments
- ★ SATs
- ★ Reading Age
- ★ Spelling Age
- ★ Physical development Draw a Man (Goodenough)
- ★ Visual perception tests (overlays)

Useful Links: <http://www.bdadyslexia.org.uk/> <http://www.thedyslexia-spldtrust.org.uk/>

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Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Low levels of attainment</li> <li>★ Phonological and short-term memory difficulties</li> <li>★ Difficulty acquiring new skills (particularly in literacy and numeracy)</li> <li>★ Difficulty in dealing with abstract ideas</li> <li>★ Some speech and language difficulties e.g. generalising information, understanding abstract language</li> </ul>	<ul style="list-style-type: none"> <li>★ Pupil's name and eye contact established before giving instructions (unless autism is present/suspected)</li> <li>★ Clear and simple instructions, breaking down longer instructions and giving one at a time</li> <li>★ Clarify, display and refer back to new/difficult vocabulary</li> <li>★ Pre-teach vocabulary and key concepts</li> <li>★ Check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>★ Targeted/structured literacy and numeracy programmes</li> <li>★ Computer intervention programmes</li> <li>★ Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording</li> <li>★ Teach note taking and shorthand ways of recording information e.g. use of bullet points</li> <li>★ Teaching memory strategies</li> </ul>	<ul style="list-style-type: none"> <li>★ Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics</li> <li>★ Use of specialist programmes to make resources e.g. Communicate in Print</li> <li>★ Specialist support and interventions e.g. Educational Psychologists</li> </ul>	<ul style="list-style-type: none"> <li>★ Increased access to the curriculum</li> <li>★ Increased retention of key instructions and information</li> <li>★ Improved access to learning</li> <li>★ Improved engagement and desire to learn/motivation</li> <li>★ Increase range of secure concepts</li> <li>★ Able to apply strategies of what to do when unsure or unclear about learning</li> </ul>

<ul style="list-style-type: none"> <li>★ Some difficulties with fine or gross motor skills</li> <li>★ Some signs of frustration and/or aggressive behaviours</li> <li>★ Difficulties involving specific skills such as sequencing, ordering, word finding</li> <li>★ Difficulty forming concepts particularly when information is more abstract</li> <li>★ Limited skills in verbal exchanges</li> <li>★ Avoidance strategies</li> <li>★ Low self-confidence/esteem</li> <li>★ Episodes of dis-engagement</li> </ul>	<ul style="list-style-type: none"> <li>★ Consistent use of positive language</li> <li>★ Jot down key points/instructions</li> <li>★ Give time before response is needed</li> <li>★ Visual cues and prompts</li> <li>★ Visual timetable</li> <li>★ Collaborative working opportunities</li> <li>★ Key vocabulary displayed/available</li> <li>★ Time given for processing</li> <li>★ Consistent use of terms</li> <li>★ Repetition and reinforcement of skills including worked examples</li> <li>★ Tasks simplified or extended</li> <li>★ Whole school awareness and training</li> <li>★ Visually supportive learning environments e.g. working walls, word mats</li> <li>★ Involve the pupil in discussions about how they learn and approach tasks</li> </ul>	<ul style="list-style-type: none"> <li>★ Additional time for key curriculum areas</li> <li>★ Access arrangements for tests and exams</li> <li>★ Lexia (evidence based intervention)</li> <li>★ Coloured resources e.g. paper, overlays for reading</li> <li>★ Reading rulers and Number lines</li> <li>★ Numicon</li> <li>★ Alternatives to copy writing</li> <li>★ Mind mapping to link concepts</li> <li>★ Phonics</li> <li>★ Regular short sensory breaks</li> <li>★ High Level of LSA support</li> <li>★ Coloured overlays</li> <li>★ Writing Caddies</li> <li>★ Talk buttons</li> <li>★ Practical maths equipment</li> <li>★ NESSY resources</li> </ul>	<p>(EPs), SENTASS</p> <ul style="list-style-type: none"> <li>★ Working memory resources/training e.g. Memory Magic</li> </ul>	<ul style="list-style-type: none"> <li>★ Able to predict/recount content of lesson</li> <li>★ Ability to work independently</li> <li>★ Able to record information in a variety of ways</li> <li>★ Increase in confidence and self esteem</li> <li>★ Reduction in anxiety</li> <li>★ Decrease in number of frustrated and/or aggressive behaviours</li> <li>★ Improved listening and attention</li> <li>★ Increased self-confidence and self-esteem</li> <li>★ Improved social inclusion</li> <li>★ Positive response from pupil voice</li> </ul> <p>Improved attainment</p>
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	<ul style="list-style-type: none"> <li>★ Flexible grouping</li> <li>★ Writing frames</li> <li>★ Vocabulary Cards</li> <li>★ Clear rewards and sanction systems</li> <li>★ Peer support</li> <li>★ Circle Time</li> <li>★ Individual whiteboards for drafting</li> <li>★ Modified resources</li> </ul>			
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**Social and Emotional Mental Health**

**Assessment:**

- ★ Strengths and Difficulties Questionnaire
- ★ Boxall Profile
  
- ★ Emotional Literacy (GL Assessment)
- ★ SEMH resources within Section 2 of SENCO Guide 2017
- ★ Specialist support, advice and interventions e.g. Educational Psychologists (EPs), Links:
- ★ <http://www.challengingbehaviour.org.uk/>
- ★ <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm> ★ Shooting Stars Nurture support for highly challenging individuals
- ★ Support through Behaviour Support Officer
- ★ Books to support challenging life experiences e.g. bereavement
- ★ Support and guidance from CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologist ★ Support with anger Management with BSO ★ Friendly Stars - Social skills training.
- ★ Access to support for social, interaction and communication difficulties.

<b>Need</b>	<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>	<b>Outcomes</b>
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	(High Quality Teaching)			
<ul style="list-style-type: none"> <li>★ Experiencing difficulty in remaining on task, inattentive</li> <li>★ Inability to follow instructions and routines</li> <li>★ Presenting as significantly unhappy anxious or stressed</li> <li>★ Seeking frequent adult support/attention</li> <li>★ Frequent low-level disruptions</li> <li>★ Failure to make the progress anticipated across many areas of the curriculum</li> <li>★ Showing signs of frustration and early indications of disaffection or disillusion</li> <li>★ Difficulty in making and maintaining healthy relationships with peers</li> <li>★ Presenting as withdrawn or tearful</li> <li>★ Poor or sporadic attendance</li> <li>★ Vulnerable to bullying, manipulation or exploitation</li> </ul>	<ul style="list-style-type: none"> <li>★ Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support created through the Pastoral Team</li> <li>★ Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum</li> <li>★ Clear whole school behaviour for learning policy, which is differentiated according to need and context (reasonable adjustments)</li> <li>★ New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour</li> <li>★ Assessments and monitoring of learning and social emotional wellbeing and associated behaviour.</li> <li>★ Differentiated and additional learning activities to engage and motivate</li> </ul>	<ul style="list-style-type: none"> <li>★ Small, carefully thought-out group settings or one-to-one working e.g. talk, listen and reflect</li> <li>★ Mrs Hay’s Happy Stars group</li> <li>★ Calm Room</li> <li>★ Behaviour Support</li> <li>★ Creation Station and Sheducate Training</li> <li>★ Lego Therapy TB</li> <li>★ Social Skills – Friendly Stars</li> <li>★ Access to Shooting Stars Room</li> <li>★ Key Books linked to social needs</li> <li>★ Now and Next choices to engage and motivate</li> <li>★ Experienced LSAs and Behaviour support officer support the group/individual</li> <li>★ Emphasis on social emotional engagement, safety and learning</li> <li>Nurture Group or small group intervention</li> </ul>	<ul style="list-style-type: none"> <li>★ SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD</li> <li>★ Pastoral Support Plan for children who are at risk of disaffection and exclusion</li> <li>★ Enhanced personalised provision e.g. social and health education programmes</li> <li>★ Use of self-management programmes to develop skills, confidence and engagement</li> <li>★ Personalised programmes for managing and controlling</li> </ul>	<ul style="list-style-type: none"> <li>★ Whole school practice that is positive and restorative and aids resolution of conflict peacefully</li> <li>★ Improved staff confidence in managing behaviour that challenges</li> <li>★ A sense of belonging</li> <li>★ Pupils that feel safe in school</li> <li>★ Reduced risk-taking behaviour</li> <li>★ Confident and resilient learners</li> <li>★ Emotionally aware pupils who can self-regulate</li> <li>★ Pupils with a positive perception of self</li> <li>★ Positive engagement and participation in learning</li> <li>★ Increased levels of independence within pupils</li> <li>★ Improved concentration and attention</li> <li>★ Positive social interaction and relationships with others resulting in</li> </ul>

<ul style="list-style-type: none"> <li>★ Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks</li> <li>★ Engage in bullying type behaviours</li> <li>★ Uncooperative or defiant</li> <li>★ Demonstrations of behaviour that challenges Placing self or others at risk of harm</li> </ul>	<p>Flexible and creative use of rewards and consequences e.g. House Reward system used to catch them being good</p>			<p>improved friendships and relationships Able to work collaboratively and independently</p>
<ul style="list-style-type: none"> <li>★ Frequent exclusions</li> <li>★ Mental health difficulties ( mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self - harm)</li> <li>★ Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)</li> <li>★</li> </ul>	<ul style="list-style-type: none"> <li>★ Identify and build on preferred learning styles</li> <li>★ Positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>★ Environmental adaptation e.g. social seating and proximity to teacher</li> <li>★ Time out systems within the classroom</li> <li>★ Increased structure, routine and guidance</li> <li>★ Reward chart/system</li> <li>★ SMART targets linked to need</li> <li>★ Pupil and parent involvement</li> <li>★ Regular home/school planner</li> </ul>	<ul style="list-style-type: none"> <li>★ Transition information gathered about triggers etc.</li> <li>★ Class and school consistent mediation strategies e.g. restorative practice</li> <li>★ Consistent calming strategies, including for example, use of ‘thinking time’</li> <li>★ Identify, highlight, understand and build on areas of progress about SEMH</li> <li>★ Playbase area to support effective play opportunities based on brain development principles</li> </ul>	<p>emotions and the resulting behaviour</p> <ul style="list-style-type: none"> <li>★ Interventions such as art/play therapeutic approaches</li> <li>★ Advice and guidance from outside agencies</li> <li>★ Highly personalised curriculum and/or work experience placements and commission offsite alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>★ Self-aware reflective learners</li> <li>★ High aspirations of self and can-do attitude to achieving goals</li> <li>★ Reduction in feelings of anxiety, fear, anger</li> <li>★ Risk assessments and care plans that are co-produced with parents and the child.</li> <li>★ Clear emergency procedures and care plans shared with staff, parents and pupil</li> <li>★ Able to identify emotions that are both comfortable and uncomfortable</li> <li>★ Better able to manage uncomfortable feelings such as anger</li> </ul>

	<ul style="list-style-type: none"> <li>★ A range of differentiated opportunities for social and emotional development e.g. friendship spots, circle time, Random Acts of Kindness</li> <li>★ Reinforcement of expectations through visual prompts and role modelling good behaviour</li> <li>★ constructive feedback</li> <li>★ CPOMs to record incidences and look for patterns and triggers</li> <li>★ Behaviour Support Officer available during playtimes</li> <li>★ Lunchtimes supervised by LSAs</li> </ul>			<ul style="list-style-type: none"> <li>★ Good attendance</li> <li>★ Positive educational and social outcomes</li> <li>★ Accelerated progress and good levels of attainment</li> <li>★ Improved emotional and mental health</li> <li>★ Decrease in incidents of high level challenging behaviour leading to more participation</li> </ul>
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## Sensory & Physical

Assessment:

- ★ Occupational Therapy Assessment
- ★ Fine and Gross Motor Assessment

Links:

- ★ <https://www.batod.org.uk>

- ★ <http://www.councilfordisabledchildren.org.uk/>
- ★ <https://www.nofas.org/>
- ★ <http://www.ndcs.org.uk/>
- ★ <https://www.natsip.org.uk/>
- ★ <http://www.pdnet.org.uk/>

Need	Wave 1 (High Quality Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>★ Hearing loss – severe, moderate or mild</li> <li>★ Missing or mishearing spoken information</li> <li>★ Attention, concentration, listening and speech development affected</li> <li>★ Expressive and receptive skills Difficulty retaining information</li> <li>★ Poor phonological awareness</li> <li>★ Processing of unknown language takes longer</li> <li>★ Fluctuating hearing loss</li> <li>★ Difficulty with new social situations</li> <li>★ Impaired auditory perception</li> <li>★ Difficulty listening at a distance of more than two metres from the speaker</li> <li>★ Listening/lip-reading fatigue</li> <li>★ Inability to hear in poor acoustic environment</li> </ul>	<ul style="list-style-type: none"> <li>★ Close liaison with parents and carers</li> <li>★ Enclosed room/teaching area</li> <li>★ Reduce background noise to improve acoustic environment</li> <li>★ Access to visual clues</li> <li>★ Subtitles on audio visual material</li> <li>★ Modified resources e.g. simplified text/language</li> <li>★ Systems in place to support individuals with mobility needs for fire alarms</li> <li>★ Modified resources (e.g. large print)</li> <li>★ Low vision aids and specialist equipment e.g. hand held magnifiers, sloping board</li> <li>★ Differentiated curriculum</li> <li>★ Preferential seating and position of teacher</li> </ul>	<ul style="list-style-type: none"> <li>★ Fine Motor skills</li> <li>★ Referral to specialist and occupational therapist when needed</li> <li>★ Individual pupil profiles</li> <li>★ When needed, subject specific advice from Teacher of the Deaf or QTVI</li> <li>★ Use of note taker (LSA) – using IT, mind maps etc.</li> <li>★ LSAs to follow medical needs plans</li> <li>★ LSA responsible for medical needs</li> <li>★ Specialist provision by LSA of physical exercises</li> </ul> <p>Access to specific resources which aid learning</p>	<ul style="list-style-type: none"> <li>★ Specialist support and interventions e.g. Educational Psychologists (EPs), SENTASS</li> <li>★ Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist,</li> <li>★ Close liaison with Audiologist, ENT Consultant, Ophthalmologist</li> <li>★ Speech discrimination assessment by Teacher of the Deaf</li> <li>★ Communication and language assessment by Teacher of the Deaf</li> </ul>	<ul style="list-style-type: none"> <li>★ Timely referral and intervention</li> <li>★ Increased/equal access to the curriculum</li> <li>★ Improved speech discrimination</li> <li>★ Increased subject vocabulary</li> <li>★ Increase in understanding spoken language</li> <li>★ Increased retention of key instructions and information</li> <li>★ Improved access to learning, can predict / recount content of lesson</li> <li>★ Improved social inclusion</li> <li>★ Improved acoustics – reduced reverberations</li> <li>★ Reduced visual fatigue</li> <li>★ Ability to work independently</li> <li>★ Able to record information</li> <li>★ Uses FM to aid better speech discrimination</li> </ul>

<ul style="list-style-type: none"> <li>★ Visual impairment/loss of visual field – severe, moderate or mild</li> <li>★ Reduced visual impairment</li> <li>★ Difficulty with handwriting/fine motor control</li> <li>★ Sensory processing needs</li> <li>★ Gross motor skills and mobility</li> </ul> <p>Difficulty moving around school</p> <ul style="list-style-type: none"> <li>★ Managing own physical needs independently</li> <li>★ Misinterpretation of social cues</li> <li>★ Visual fatigue</li> <li>★ Colour perception difficulties</li> <li>★ Accessing standard classroom equipment</li> <li>★ Auditory and visual perception difficulties</li> <li>★ Functional language difficulty</li> <li>★ Risk of isolation</li> <li>★ Ability to respond to smoke/fire alarms</li> </ul>	<ul style="list-style-type: none"> <li>★ Uncluttered and well organised learning environment with good lighting</li> <li>★ Choice making opportunities</li> <li>★ Spelling support</li> <li>★ Allow thinking time</li> <li>★ Summarise key points at start and end of lesson</li> </ul> <p>Pre-writing activities/warm up</p> <ul style="list-style-type: none"> <li>★ Development of visual learning environments</li> <li>★ ICT training to increase independent access</li> <li>★ Social/life skills development</li> <li>★ Pupil support profile</li> <li>★ Variable TA/mentor time</li> <li>★ Curriculum reflects disability awareness</li> <li>★ Exam access arrangements e.g. practical assistance, additional time, modified &amp; enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers</li> </ul>		<ul style="list-style-type: none"> <li>★ Training – technical support</li> <li>★ Training and intervention from specialists</li> </ul>	<ul style="list-style-type: none"> <li>★ Improved levels of achievement</li> </ul> <p>Able to access learning and school environment</p> <ul style="list-style-type: none"> <li>★ Improved self-esteem and social / emotional development</li> <li>★ Increased confidence approaching new situations leading to better participation</li> <li>★ Increased confidence and understanding of diagnosis, implications and strategies</li> </ul>
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