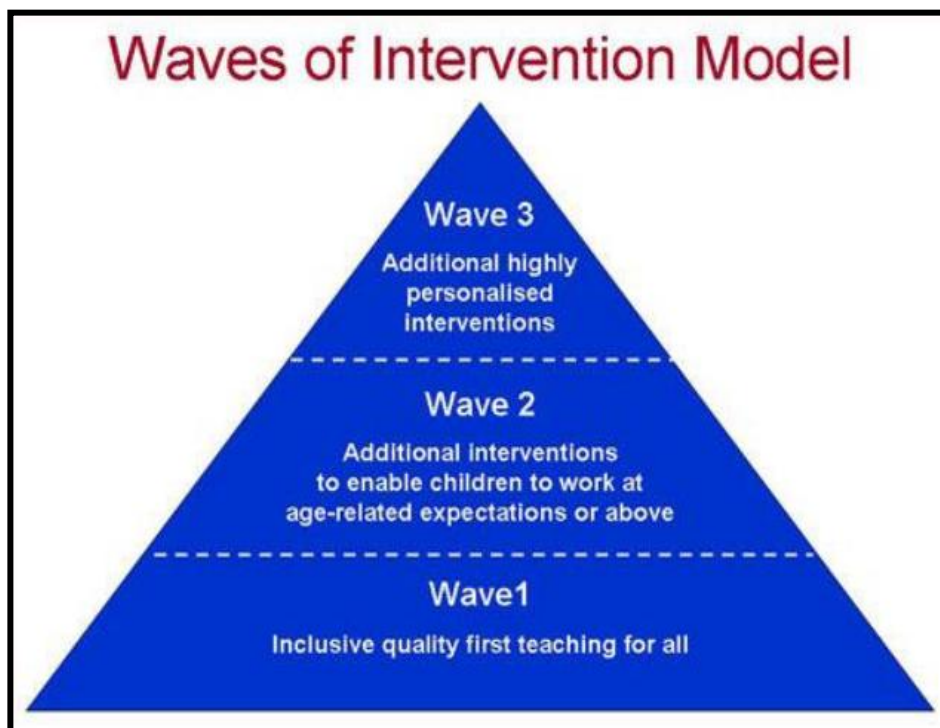


# Northmead Junior Whole School Provision Overview 2025-26



## Waves of Intervention Model




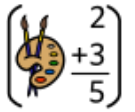

**Wave 1:** is **quality first teaching**, which takes into **account the learning needs** of all children in the classroom. This includes providing **differentiated work and creating an inclusive learning environment**.

**Wave 2:** outlines **specific additional and time-limited interventions** provided for children who are working below the age-related expectations. Interventions are targeted at small groups with similar needs and carried out by an LSA or CT.

**Wave 3:** is targeted provision for a **small percentage of children** who require a high level of additional support and or specialised provision to support their needs. Interventions are **highly personal** and will have input from outside agencies such as SALT, OT, EP and Physio

# 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 adaptive teaching approaches, 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><u>Quality first teaching is the foundation of all of our lessons, specifically:</u></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></ul>	 <p><b><u>Our Curriculum:</u></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 and adapted to meet the needs of each individual.</li><li>✓ Children grouped according to ability in Maths in Years 4/5 6 – with each area being taught for a minimum of an hour a day. This is evolving toward whole class teaching year on year.</li><li>✓ Children grouped according to ability in Literacy in Year 6 – with each area being taught for a minimum of an hour a day.</li><li>✓ Spelling taught daily through a</li></ul>	 <p><b><u>Classroom environment</u></b> <b><u>Each room within our school has:</u></b></p> <ul style="list-style-type: none"><li>✓ Appropriately sized furniture.</li><li>✓ Well organised classroom displays with reduced stimuli.</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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<ul style="list-style-type: none"> <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>dedicated scheme as well as in focused groups where needed.</p> <ul style="list-style-type: none"> <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 musical instrument in each year group.</li> <li>✓ Peripatetic music teachers offer private lessons.</li> <li>✓ Termly non-curricular day - where a selection of new experiences are offered to pupils.</li> <li>✓ Whole-school themed week each Summer.</li> <li>✓ Annual sports day- where children compete for their house teams</li> </ul>	<ul style="list-style-type: none"> <li>✓ A calm space/reading area</li> <li>✓ Access to regulation resources where needed e.g. fidgets, ear defenders, wobble cushions</li> </ul>
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### **Our staff:**

- ✓ Fully qualified teachers for every class.
- ✓ Staff subject leaders.
- ✓ A qualified SENCo.
- ✓ Teaching assistants who are skilled in assisting in the classroom and are trained to run specific interventions.
- ✓ An experienced Home School Link Worker who works with families and children in need of additional support in a range of situations
- ✓ An experienced behaviour support assistant.



### **General resources:**

- ✓ A structured reading system, which children progress through according to both fluency and comprehension ability.
- ✓ Resources for each curriculum area are stored in central locations so that they can be easily accessed



### **School environment:**

- ✓ A fully stocked library (children have the opportunity to visit both during lesson time and lunchtimes.)
- ✓ A separate dining hall is adjacent to the school kitchens where food is freshly prepared on site.
- ✓ An ICT suite provides enough computers for each child to work individually. Laptop and Chrome books are available for use in class and during intervention
- ✓ A sheltered outside classroom, equipped with tables and chairs, allows the school grounds to be fully utilised
- ✓ A well- developed woodland area to enable outdoor learning and forest school activities.
- ✓ 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.
- ✓ Cooking lessons regularly take place in our well-resourced food technology area.
- ✓ Regulation spaces and break out rooms.



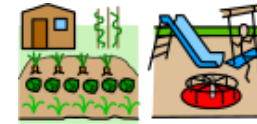
## Links with the community:

- ✓ Our curriculum is enhanced by support from visitors, for example:
  - Support in teaching RE from two local churches;
  - Guildford Flames run anti-drugs talks in Year 6;
  - Local police run safety sessions;
  - Parent and ex-parent volunteers; support with reading and Maths / Literacy lessons.
  - Links with Guildford High School – reading buddy scheme
- ✓ School Parents Association (NST) runs various events to raise funds to directly benefit the children.
- ✓ Koosa Kids staff collect children from the school to take them safely to their nearby after school club.
- ✓ Links with local charities including Salvation Army, The Loft.



## Homework:

- ✓ Parents are informed of homework schedules at the start of each year.
  - ✓ Children are provided with specific books in which to complete homework tasks.
  - ✓ Homework is differentiated and closely monitored.
  - ✓ Homework task includes:
    - Shared reading;
    - Maths;
    - Literacy;
    - Spellings;
    - Topic.
- (The amount set increases as children move through the school.)



## Our outside environment includes:

- ✓ A large playground, marked out with areas for specific games.
- ✓ An all-weather pitch, with two football pitches.
- ✓ A climbing frame.
- ✓ A trim trail.
- ✓ Basketball posts.
- ✓ A shed with play equipment – which children have free access to at each break time.
- ✓ Vegetable gardens.
- ✓ A wildlife area and pond.
- ✓ A large school field.



### **Links with parents & carers:**

- ✓ Parents & carers are welcome to see teachers throughout the year.
- ✓ There are two dedicated parent's evenings.
- ✓ Opportunities to view children's work each term- 'Flaunt it Fridays'
- ✓ Exhibition evening each July.
- ✓ Invites to special assemblies and services.
- ✓ Workshops and coffee mornings each term.



### **Extra-curricular and trips:**

- ✓ A wide range of lunchtime and after-school clubs are on offer, including: a variety of sports. Art; Science, Music and singing groups;
- ✓ Opportunities to take part in tournaments and matches against other schools in a variety of sports.
- ✓ District sports each Summer.
- ✓ Daily breakfast club is available.
- ✓ Each December a whole-school production involves every child.
- ✓ Termly book fairs and an annual book week.
- ✓ Alternative activities and experiences on key days throughout the term
- ✓ Children have the opportunity to attend day trips each year.
- ✓ Residential trips are offered in Years 5 and 6.
- ✓ Additional opportunities are offered for music and theatre-based outing











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




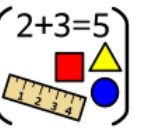

- We work closely with a range of outside agencies, including:
  - STIPs – Specialist teachers for Inclusive Practice;
  - Educational Psychologist;
  - Surrey Language and Learning Team;
  - Speech and Language Support;
  - Physical Disability Support;
  - Occupational therapists;
  - CAMHS;
  - Educational Welfare Office;
  - Mental Health Nurse
  - Freemantles Outreach
  - Pond Meadow Outreach
  - Guildford Matrix
  - NAS Surrey
  - Pediatricians and specialsit nursers.






## Wave 2






Wave 2 is 1:1 or 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.


<u>Area of SEND</u>	<u>Name of Intervention</u>	<u>Intervention Details</u>	<u>Desired outcomes</u>
<p data-bbox="241 536 589 616"><b>Communication and Interaction</b></p> 	<p data-bbox="663 536 763 639"></p> <p data-bbox="779 536 1117 603"><b>Social Communication Skills:</b></p> <ul data-bbox="712 651 1055 751" style="list-style-type: none"> <li>○ Talkabout</li> <li>○ Social use of Language Programme</li> </ul>	<p data-bbox="1140 536 1581 707"><b>Talkabout</b> is a widely used social communication skills programme designed to help children, young people, and adults develop key interpersonal and emotional skills.</p> <p data-bbox="1140 751 1594 1034">Wendy Rinaldi is the author of the <b>Social Use of Language Programme (SULP)</b>, a structured intervention designed to improve the social communication, social understanding, and emotional wellbeing of children and teenagers with special educational needs.</p> <p data-bbox="1140 1078 1420 1106">Small group sessions.</p>	<p data-bbox="1617 536 2029 743"><b>Talkabout</b> Improved social communication skills. Increased self-awareness Improved peer relationships and friendships.</p> <p data-bbox="1617 788 2058 1137"><b>Social Use of Language Programme (SULP):</b> Improved social communication skills Better social understanding. Enhanced emotional literacy Stronger peer relationships Improved receptive and expressive language skills for social purpose Generalisation to real life</p>

 <p><b>Cognition and learning</b></p>	 <p><b>Lego therapy</b></p>	<p>LEGO®-Based Therapy is an evidence-based social communication intervention that uses collaborative LEGO building to help children develop social, emotional, and communication skills. It is widely used with autistic children and those with social communication needs.</p> <p>Small group sessions.</p>	<p>Aims to develop:</p> <ul style="list-style-type: none"> <li>Turn-taking and sharing</li> <li>Listening and following instructions</li> <li>Cooperation and teamwork</li> <li>Receptive and expressive language</li> <li>Perspective-taking and flexible thinking</li> <li>Emotional literacy and frustration tolerance</li> <li>Peer relationships and confidence</li> </ul>
	 <p><b>Colourful Semantics – Verbal communication</b></p>	<p>Colourful Semantics is a visual language-building approach that uses colour-coded cues to help children understand and produce sentences.</p> <p>Small group or 1:1</p>	<p>Improved Sentence construction</p> <p>Increased Vocabulary</p> <p>Better Narrative Skills</p>
 <p><b>Cognition and learning</b></p>	 <p><b>Little Wandle Phonics</b></p>	<p>Targeted catch up intervention for pupils not working and ARE for phonic skills.</p> <p>Small Group</p>	<p>To be able to recall sound to grapheme (letters or groups of letters) for all 40+ phonemes and able to apply this knowledge as a route to decoding words.</p>
	 <p><b>Little Wandle Fluency</b></p>	<p>Helps children in Year 2 and above transition from phonics to fluent, expressive reading.</p> <p>Designed for pupils who have</p>	<p>To improve overall reading fluency skills to enable comprehension.</p> <p>Key goals to improve:</p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Automaticity</li> </ul>

		completed Phase 5 or come from other SSPs.	Prosody (expression)
	 <b>Project X Code</b>	A small-group intervention designed to accelerate word reading proficiency and comprehension for pupils typically a year or more behind.	Accelerate word reading Improve comprehension Close attainment gaps
	 <b>Literacy for All</b>	An individual Literacy Programme to provide tailed support to bridge gaps in reading and writing.	Learners demonstrate measurable progress in: Reading accuracy and fluency Comprehension Vocabulary development Writing structure, spelling, and grammar
	 <b>Plus 1</b>	Introductory maths coaching manual from Power of 2 Publishing, aimed at developing basic number understanding and mental calculation skills. Suitable for learners aged ~6 to adults with dyslexia, dyscalculia, or EAL need	Build foundational number sense. Develop early calculation skills. Introduce number bonds. Increase confidence in maths: Prepare for next stage (Power of 2)
	 <b>Power of 2</b>	A structured, one-to-one mental maths intervention designed for pupils aged 8+ and adults, especially those with dyslexia or dyscalculia. Delivered via printable books and a "coach"	Secure number sense. Improve mental calculation skills Develop fluency and automaticity Boost confidence in maths Lay foundations for higher-level maths.
	 <b>Maths Catch Up</b>	Linked to class learning- individual or small group work to focus on areas of difficulty highlighted by the teacher following a lesson	Children's confidence and accuracy is improved ready for the next lesson. Gaps in learning/misconceptions are addressed
	<b>Times Tables Booster</b> $3 \times 2 =$	Focused support to close gaps in times table knowledge.	Secure recall of key times table facts.

	 <b>Colourful Semantics – Writing</b>	<p>Colourful Semantics is a visual language-building approach that uses colour-coded cues to help children understand and produce sentences.</p>	<p>Improved Sentence construction Increased Vocabulary Better Narrative Skills</p>
	 <b>Memory Magic</b>	<p>Targeted intervention to assess and develop working memory skills in pupils.</p>	<p>Activities designed to strengthen: Sustained and focused attention Verbal and visual rehearsal Grouping and chunking abilities Imagery and mapping Association and chaining techniques Self-spelling and recall strategies</p>
<p><b>Social, Emotional &amp; Mental Health</b></p> 	 <b>ELSA</b>	<p>School intervention designed to help children and young people develop emotional and social skills.</p> <p>Aims to support pupils who struggle with:</p> <ul style="list-style-type: none"> <li>Managing emotions</li> <li>Building relationships</li> <li>Coping with anxiety or stress</li> <li>Low self-esteem</li> <li>Social communication</li> <li>Behaviour linked to emotional need</li> </ul>	<p>Improved emotional awareness and regulation Better social skills and peer relationships Increased confidence and resilience Reduced anxiety and improved behaviour Greater readiness to learn in the classroom</p>
	 <b>Nurture Groups</b>	<p>School intervention to support children with social, emotional and behavioural needs.</p> <p>Aims to support pupils who struggle with:</p> <ul style="list-style-type: none"> <li>Forming relationships</li> <li>Managing emotions</li> <li>Coping with classroom expectations</li> <li>Low confidence or insecure attachment</li> </ul>	<p>Improved emotional regulation Stronger relationships with peers and adults Increased confidence and resilience Better behaviour and engagement in learning Smoother reintegration into the mainstream classroom Enhanced readiness to learn</p>







		Behaviour linked to unmet emotional needs	
	 <b>Outdoor Learning/Forest School</b>	Outdoor learning is an approach that uses natural and outdoor environments to enhance children’s learning, wellbeing, and personal development.	<ul style="list-style-type: none"> <li>Improved engagement and behaviour</li> <li>Enhanced social and emotional skills</li> <li>Stronger problem-solving and critical thinking</li> <li>Better physical health and coordination</li> <li>Increased confidence and resilience</li> <li>Greater connection to the environment</li> </ul>
	 <b>Lunch Clubs</b>	Lunch clubs are structured, supervised groups that run during the school lunch break to give children a safe, positive, and engaging environment. They are especially helpful for pupils who may find unstructured playground time challenging or overwhelming.	<ul style="list-style-type: none"> <li>Improved social skills and peer relationships</li> <li>Reduced lunchtime stress or behavioural issues</li> <li>Increased confidence and sense of belonging</li> <li>Better emotional regulation</li> <li>More positive attitudes toward school</li> </ul>
<b>Sensory and Physical</b> 	 <b>Sensory Circuits</b>	A short, structured sensory-motor programme used in many UK schools to help children regulate their bodies and prepare for learning. It usually runs for 10–15 minutes, often at the start of the school day.	<ul style="list-style-type: none"> <li>Better concentration and readiness to learn</li> <li>Improved emotional control</li> <li>Enhanced motor skills and body awareness</li> <li>Reduced sensory-related behaviours</li> <li>Smoother transitions into classroom tasks</li> </ul>
	 <b>Write from the Start</b>	A structured handwriting and fine-motor skills programme designed to help children develop the physical foundations needed for fluent, legible writing. It is particularly for pupils who struggle	<ul style="list-style-type: none"> <li>More fluent, legible handwriting</li> <li>Better pencil control and posture</li> <li>Increased writing speed and stamina</li> <li>Improved confidence in written work</li> </ul>





		with pencil control, letter formation, or hand strength.	Stronger fine-motor foundations for wider learning
	 <b>Touch Typing</b>	Touch typing is a method of typing where a person uses all ten fingers and types without looking at the keyboard. It is taught through structured practice to build automatic, accurate, and efficient keyboard skills.	<p>Faster, more fluent typing</p> <p>Improved written output and productivity</p> <p>Reduced frustration with writing tasks</p> <p>Greater ability to complete longer pieces of work</p> <p>Increased independence, especially for learners who struggle with handwriting</p>


### 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:

Area of SEND	Name of Intervention	Intervention Details	Desired outcomes
<p><b>Communication and Interaction</b></p> 	<p><b>Speech and Language therapy (SALT)</b></p> 	<p>1:1 child specific programme devised by Speech Therapist and run by LSA.</p>	<p>To work towards achieving set speech and language outcomes and targets.</p>
<p><b>Cognition and leaning</b></p> 	<p><b>Little Wandle Phonics 1:1</b></p> 	<p>Targeted catch up intervention for pupils not working and ARE for phonic skills.</p> <p>1:1 session with a designated phonics teacher.</p>	<p>To be able to recall sound to grapheme (letters or groups of letters) for all 40+ phonemes and able to apply this knowledge as a route to decoding words.</p>
<p><b>Social, Emotional &amp; Mental Health</b></p> 	<p><b>Play Therapy</b></p> 	<p>Play therapy is a therapeutic approach that uses play as a way for children to express feelings, process experiences, and develop coping skills. It is most often used with children aged 3–12, especially those who struggle to communicate their emotions verbally.</p>	<p>Reduced anxiety, anger, or emotional distress Improved behaviour and self-regulation Stronger self-esteem and confidence Better communication and social skills</p>

			Greater emotional resilience
	 <b>Lunch time support</b>	<p>Lunchtime 1:1 support is a targeted intervention provided during the school lunch break for children who need additional help to manage social, emotional, or behavioural challenges. It offers a structured, supervised alternative to the busy, unstructured playground environment.</p>	<p>Reduced lunchtime stress and improved emotional wellbeing Fewer behavioural incidents Stronger social skills and confidence Better relationships with peers and adults Smoother transition back into afternoon learning</p>
	 <b>Special Time</b>	<p>Special Time is a simple, structured intervention used in schools and homes to strengthen relationships and support children's emotional wellbeing. It involves giving a child dedicated, uninterrupted one-to-one time with an adult, usually for a short, regular session (often 5–15 minutes).</p>	<p>Stronger relationships and attachment Improved behaviour and cooperation Increased confidence and communication Reduced emotional outbursts Greater readiness to learn</p>
<b>Sensory and Physical</b> 	 <b>Occupational Therapy</b>	<p>Occupational therapy aims to support children who struggle with:</p> <ul style="list-style-type: none"> <li>• Fine-motor skills (e.g., handwriting, using tools)</li> <li>• Gross-motor skills (e.g., balance, coordination)</li> <li>• Sensory processing differences</li> <li>• Self-care tasks (e.g., dressing, feeding)</li> <li>• Attention, organisation, and independence</li> <li>• Emotional regulation linked to sensory or motor</li> </ul>	<p>Improved motor coordination and functional skills Better participation in classroom tasks Increased independence in daily routines Enhanced sensory regulation and attention Greater confidence and engagement in learning</p>

		challenges	
	 <p><b>Physio Therpay</b></p>	<p>Physiotherapy aims to support children who have difficulties with:</p> <ul style="list-style-type: none"> <li>• Gross-motor skills (running, jumping, climbing)</li> <li>• Balance and coordination</li> <li>• Muscle strength or tone</li> <li>• Posture and core stability</li> <li>• Mobility (walking, using mobility aids)</li> <li>• Physical conditions such as cerebral palsy, developmental delay, or injuries</li> </ul>	<p>Improved strength, balance, and coordination            Better participation in PE, play, and daily routines            Increased independence and confidence            Enhanced mobility and physical comfort            Reduced risk of injury or physical strain</p>