

Waves of Provision at St Mary's C of E Primary School



It is important that each child can access the curriculum irrespective of need, each class teacher ensures that their classroom is an inclusive environment, providing various learning styles and strategies at Wave 1.

Wave 1 is the 'quality first teaching' which looks at the learning needs of all the children in the classroom. Before any additional provision is considered it is important to look at what is already available to all pupils through differentiated work and an inclusive learning environment. While some strategies or approaches may have been previously been recommended for a particular pupil or group it is probable that they will be of benefit to many more children in a class. The more **inclusive the classroom, the less need for 'additional to' or 'different from'** interventions.

Where the nature of pupil's needs is such that they will need 'additional to' (wave 2 intervention) or 'different from' (wave 3 1:1 support) provision in the identified areas, it is still important to consider how wave 1 can enable them to access the curriculum.

The below document outlines the different waves of provision that can be applied in our school. It is split into the four categories of Special Educational Needs and Disabilities:

- 1) Cognition and Learning
- 2) Sensory and Physical
- 3) Communication and Interaction
- 4) Social, Emotional and Mental Health

COGNITION AND LEARNING

| Wave 1 – Quality First Inclusive Teaching for all pupils (The responsibility of all teachers) | Wave 2 – Short term interventions TA directs appropriate provision with support from the SENDCo | Wave 3 – Definition long term support, personalised provision – specific to individual children which is usually as part of an Education and Health Care Plan |
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| <p>Inspiring and broad curriculum Differentiated curriculum, differentiated questioning (thinking time, talk partners, scaffolding questioning, challenging questions) Positive learning environment Marking and classroom assessments to instruct planning Marking shared with children Weekly Spag and phonics practice Visual timetables Writing frames Clearly labelled resources which are accessible Word/ Sound mats Flexible methods of recording as appropriate Termly feedback to parents Clear success criteria Class teacher and TA support in class Use of ICT Group and paired work Group and individual targets Special and adapted equipment provided to support pupils, eg coloured overlays, writing slopes, pencil grips, wobble cushions Real resources included outdoor learning Supportive classroom displays Lunch time support staff Classroom and school library</p> | <p>In class teaching assistant for maths and English support Maths intervention support groups 1st Class @ Number Success @ Arithmetic Booster Maths Reading intervention groups Reading Recovery Project X Code reading programme Phonological Awareness programme KS1 Support and advice from Learning and Language advisory teacher</p> | <p>1:1 personalised teaching for English and Maths Language for Thinking Numicon ICT programmes Individual work stations Support form Literacy and Language Advisory Service Support form Educational Psychologist</p> |

SENSORY AND PHYSICAL

| Wave 1 – Quality First Inclusive Teaching for all pupils (The responsibility of all teachers) | Wave 2 – Short term interventions TA directs appropriate provision with support from the SENDCo | Wave 3 – Definition long term support, personalised provision – specific to individual children which is usually as part of an Education and Health Care Plan |
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| <p>Teachers are aware of implications of physical and sensory impairment, e.g. Keeping background noise to a minimum, suitable classroom furniture, colours of display lettering, classroom space, seating organisation, Visual prompts in classroom Appropriate lighting Regular movement breaks Multi-sensory teaching Times of each activity are age appropriate Availability of resources, slopes for writing, colour overlays for reading, wobble cushions, pencil grips, fiddle toys Pen licence Easy access to classroom resources</p> | <p>Support from Surrey Physical and Sensory Advisory Service where needed Nessy Touch Typing Programme ABC club, (Attention, Balance and Coordination) Provision made for children with hearing impairment e.g. reduction of background noise and seating arrangements Provision made for children with vision impairment e.g. enlarged texts Handwriting and fine motor programmes The school has disabled access, disabled toilet</p> | <p>Provision of specialist equipment – for example seating, intimate care plans Additional planning and arrangements for transition On- going support from Surrey Physical and Sensory Advisory Service, and from Occupational Therapists Personalised support e.g. for intimate care Support from school nurse</p> |

COMMUNICATION AND INTERACTIONS

| Wave 1 – Quality First Inclusive Teaching for all pupils (The responsibility of all teachers) | Wave 2 – Short term interventions TA directs appropriate provision with support from the SENDCo | Wave 3 – Definition long term support, personalised provision – specific to individual children which is usually as part of an Education and Health Care Plan |
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| <p>Learning questions shared/devised with children</p> <p>Teacher/pupil modelling in maths and English</p> <p>Instructions kept clear and simple eg chunked language</p> <p>Teacher’s level and use of voice</p> <p>Gestures used to support spoken word</p> <p>Children asked to repeat back/ paraphrase instructions</p> <p>Differentiated language as needed</p> <p>Teacher sitting in with the learning</p> <p>Visual prompts, aids and resources eg word banks, number lines</p> <p>Visual timetables</p> <p>Seating plan that encourages learning</p> <p>Talking partners</p> <p>Key vocabulary displayed visually Class noticeboards</p> <p>Home to School diary /Reading records</p> <p>Peer mediators/ peer support/ School Council</p> <p>Circle time</p> <p>Clear differentiated instructions</p> <p>Mind maps</p> <p>Structured routines</p> <p>School, Food, Sport and eco councils promote pupil voice</p> <p>Class based teaching assistant</p> | <p>In class TA support</p> <p>Pictorial vocabulary charts</p> <p>Visual aids</p> <p>Language enrichment support groups</p> <p>Support from Speech and Language Therapist, Learning and Language, Educational Psychologist,</p> <p>Break time and lunchtime support</p> <p>Social skills groups</p> <p>Friendship groups</p> | <p>Speech therapy programme led by Speech Therapist</p> <p>Language programme e.g. Language for Thinking</p> <p>1:1 personalised support with Ekklan trained Learning Support Assistant</p> <p>On-going support from Literacy and Language Support and Educational Psychologist</p> <p>Outreach support from advisory teachers e.g. Freemantle’s School (ASD)</p> |

SOCIAL, EMOTIONAL AND MENTAL HEALTH

| Wave 1 – Quality First Inclusive Teaching for all pupils (The responsibility of all teachers) | Wave 2 – Short term interventions TA directs appropriate provision with support from the SENDCo | Wave 3 – Definition long term support, personalised provision – specific to individual children which is usually as part of an Education and Health Care Plan |
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| <p>A clear behaviour policy is in place with graduated response Praise and reward systems in place appropriate to Key Stage Reward charts Classroom rules and responsibilities are visually displayed Visual timetables and schedules/ Talking partners Values embedded in the curriculum Friendship Stop/ Peer Mediators/Prefects Playtime resources and equipment A lunchtime supervisor responsible for designated areas Assemblies that focus on specific issues/values Display board reflecting school values Differentiated expectations of ability Multi-sensory teaching Circle time/Reflection time PSHCE Resources In class teaching assistant support School staff training e.g. Positive Touch, TAmhs</p> | <p>Social skills groups Circle of friends and Time to Talk programmes Lunch time and buddy support Peer Mediators Lunchtime nurture clubs/Social skills groups Transition planning and programme, social stories and passports Key staff monitoring (class teacher, SMT/SENDCo) Support from Surrey Behaviour Advisory Service Time out strategies e.g. sand timers ELSA (Emotional Literacy Support Assistant) sessions.</p> | <p>Access to CAMHS (Child and Adolescent Mental Health Service), Surrey Young Carers, Home School Link Worker, Educational Psychologist, school mentor Use of personalised social stories and comic strip conversations 1:1 support e.g. for managing behaviour, developing social skills</p> |