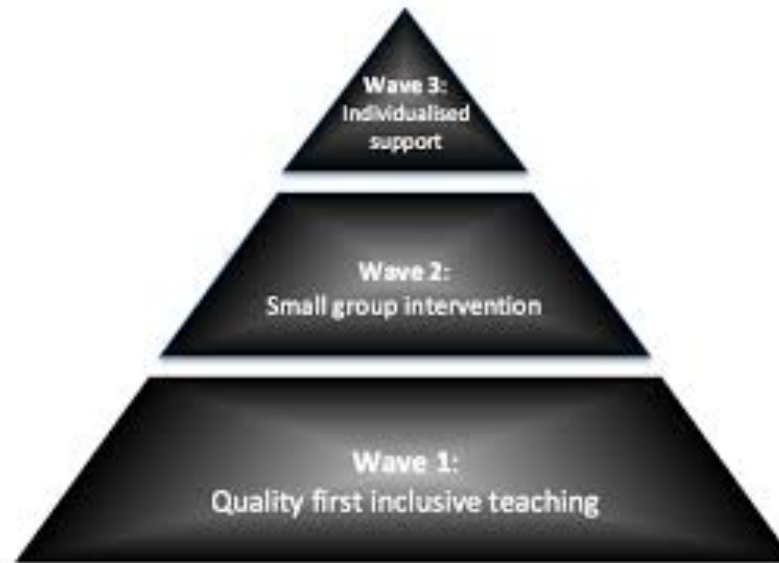




Whole School Provision Map



Waves of Teaching

Our provision map is arranged in three 'waves' of teaching as outlined in the diagram above. The SEND Code of Practice (2015) states that: "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". This is the Quality First Teaching labelled as Wave 1. Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention i.e. Wave 2. If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3. Many children receiving Wave 3 provision will be classified as having a Special Educational Need (SEN). Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's SEN Information Report.



Wave 1

Wave 1 is 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. Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children.

<p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Broad and balanced curriculum • Exciting topics with opportunities to be creative and investigate • Well-planned, differentiated lessons • Use of multi-sensory approaches (visual, auditory, kinaesthetic) • Focus on developing key skill of reading which underpins learning • Assemblies, trips, visiting speakers and themed days 	<p><u>Pastoral</u></p> <ul style="list-style-type: none"> • Encouraging and nurturing philosophy • Staff work to foster relationships with children and parents/carers • School Council to promote pupil voice • High expectations of behaviour and effort • Opportunities to share work and achievements • Inclusive ethos which celebrates difference
<p><u>Staffing</u></p> <ul style="list-style-type: none"> • Fully qualified teachers for every class • Skilled teaching assistants • All staff encouraged to attend a range of CPD including courses related to SEN • Midday assistants included in training opportunities • Family Support Worker to provide additional support to both pupils and parents • Skilled club leaders 	<p><u>Environment</u></p> <ul style="list-style-type: none"> • Classrooms are organised to encourage independence • Visual timetables displayed in classrooms • Learning prompts are displayed on classroom walls • Children's work is displayed throughout the school • Classroom rules are displayed and referred to • Areas available for group and 1:1 work
<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none"> • Attainment and progress of all children assessed and tracked throughout the year • Combination of verbal feedback and quality first marking informs children of their achievements and next steps • Good communication with parents through informal e.g. at collection time and formal means e.g. at parent's evenings - home / school diaries also implemented where necessary • Termly SEN Support Plan / Enhanced Provision Action Plan / EHC Plan reviews carried out, involving staff, parents and pupils 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Maths resources such as 100 squares, dice, number lines, Numicon • Learning resources such as writing prompts and word banks • ICT resources e.g. iPads, laptops, sound buttons, cameras, headphones • Varied outdoor areas including climbing frame, nature garden, sheltered areas and the field • SEN children provided with additional resources where required e.g. ear defenders, writing slope, move 'n' sit cushions, coloured overlays, pencil grips



Wave 2

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. In some cases we may take advice from outside agencies to enable us to target the support for children at Wave 2.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none"> • Writing intervention groups • Precision teaching activities • Phonics intervention groups • Maths intervention groups • Reading / comprehension intervention groups • In-class support from TA 	<ul style="list-style-type: none"> • Input from Speech and Language Therapy • Use of Social Stories / Comic Strip Conversations • Use of visual prompts e.g. task planners • Oro-motor activities • Speech production activities • Language development activities • In-class support from TA 	<ul style="list-style-type: none"> • Lunchtime club • Individual and group reward systems • Mentoring (group session) • Social skills groups • Circle of Friends intervention • Emotional Literacy work 	<ul style="list-style-type: none"> • Ear defenders available • Handwriting intervention programmes • Fine motor skill activities • Gross motor skill activities • Adapted resources such as pencil grips, seat wedges, writing slopes

Wave 3

Wave 3 is individualised provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions, a high level of staffing, or the involvement of outside agencies.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none"> • Involvement of Specialist Teacher or Teaching Assistant • Involvement of Educational Psychologist • Specialised reading support • Specialised writing support • Specialised maths support • 1:1 support from TA 	<ul style="list-style-type: none"> • Involvement of Speech and Language Therapy Service • Involvement of Specialist / Outreach Teachers and support staff e.g. Portage • Involvement of Educational Psychologist • Use of Makaton with support from a fully-trained member of staff • Individual workstation to support children who cannot access learning at a group table 	<ul style="list-style-type: none"> • Involvement of CAMHS to provide support to pupil / family • Involvement of Educational Psychologist • Involvement of Attendance & Behaviour Team / Positive Behaviour Support Service • Mentoring (1:1) / counselling • Involvement of paediatrician for assessment / reviews where appropriate 	<ul style="list-style-type: none"> • Involvement of Occupational Therapist • Involvement of Physiotherapist • Involvement of Specialist Teachers / support staff e.g. Vision Specialist, Hearing Impairment and adjustments made according to advice given