

This is our provision but please be aware that this reflects the needs of the pupils currently on roll. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.

Wave 1	Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs.		
Wave 2	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request.		
Wave 3	This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.		
	Wave 1	Wave 2	Wave 3
Communication and Interaction	Our Speech and Language Therapist works with the school every week to ensure high quality provision at all waves.		
	<ul style="list-style-type: none"> -Differentiated curriculum planning, delivery, success criteria and outcomes -Structured school and classroom routines -Signalong (signing scheme) -Visual timetables -Talking partners -Talk for writing -Structured routines -Speech and Language - Use of talking frames -Talking Forest Schools Theraplay language approach activities embedded in play WELLCOMM & Teddy Talk (2Year olds) assessment WELLCOMM luggage labels to embed language activities in play (EYFS - Increased visual aids / modelling etc Listening & Attention skills 'Box Time' -EYFS 	<ul style="list-style-type: none"> - Building Language using Lego Brick approach Early Talk Boost groups (Nursery) - Talk Boost groups (Reception) - Speech sound groups - Listening and Attention groups- 'Box Time' - Social Skills group -Wellcomm small group Programme Word Aware 1 & 2 (vocabulary) 	<ul style="list-style-type: none"> -Individual Speech and Language sessions for receptive, expressive lang and speech sounds following targets set by NHS Speech and Language Therapy Services. Contribution to multi agency meetings including indepth reports to paediatricians and NHS ST Signing support for individual parents 1:1 coaching sessions with ST Emma Cane for parents with children with C&I needs Target Ladders to map progress for children making less than expected progress -Wellcomm individual programme. -S2S support (School to School).
Cognition and	-Learner habits	- Group maths	-Educational Psychology

<p>Learning</p>	<p>Differentiated curriculum planning, delivery, success criteria and outcome</p> <ul style="list-style-type: none"> -Visual timetables -Writing frames -Word and phonics mats. -Access to technology including laptops and ipads -Phonics teaching which is carefully tailored to match the next steps for each child - Focused group work with class teacher -Small group support from a Teaching Assistant -Access to a word processor and ipads 	<p>intervention</p> <ul style="list-style-type: none"> - Read Write Inc 1:1 - Writing small group support <p>Word banks</p> <p>Working Memory support</p> <p>Fischer Family Trust Wave Three reading Programme</p>	<p>Services assessment and advice.</p> <ul style="list-style-type: none"> -1:1 maths intervention - Read Write Inc 1:1 - Fischer Family Trust Wave Three reading Programme <p>-Visual/auditory memory activities.</p> <p>-S2S support</p>
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> - Our SEAL curriculum underpin our whole school ethos. These are also taught as discreet sessions. Nurture principles -Whole school behaviour Policy based on a restorative approach to behaviour- 'High 5' -Whole school class rules -Circle time -Traffic light system. -Class reward systems -Feelings chart in each class -Celebration assembly -Half term hero -Restorative Approaches for Families. 	<p>ELSA sessions</p> <p>Play Therapy sessions</p> <p>Point 1</p> <ul style="list-style-type: none"> -Lunch time small groups in Mulberry room -Inclusion team. -Social skills groups - Three houses/wishes and feelings. - Inclusion team member based in each key stage -Family support worker on-site 	<p>-Educational Psychology Services assessment and advice.</p> <ul style="list-style-type: none"> -S2S support -Individual support packages with Pupil Support Services including anger management, social skills etc. -1:1 TA support -Individual reward packages. -Drawing and talking - Schools own inclusion unit. -Social Stories -Involvement of CAMHS and other mental health

	<ul style="list-style-type: none"> -Parent representative meeting from each class (to discuss concerns, queries and worries). 		<ul style="list-style-type: none"> services. -Adapted timetable for individual children -Elsa sessions - Play Therapy
Sensory and/or Physical Needs	<ul style="list-style-type: none"> -Flexible teaching Arrangements -Staff aware of implications of physical impairment -Sensory equipment such as textural resources, sensory tents, balance equipment. - Wide range of apparatus and large outdoor equipment to encourage physical development. - Adapted scissors -Scissor grips 	<ul style="list-style-type: none"> -Small group fine motor skills development -Additional handwriting -Access to equipment e.g. pencil grips, adapted scissors -hearing loop holes Adapted cutlery Adapted menu for children with eating difficulties 	<ul style="list-style-type: none"> -S2S support -Advice/equipment/training from Sensory Support Team - Advice/equipment/training from Access through Technology team -Support from Occupational Therapy Services -TA support during PE/outdoor learning activities. -School Nursing Team support. Specialist Feeding