

## St. Paul's Primary School Wave 1, 2 and 3 Provision

|                               | Wave 1 – Quality First Inclusive Teaching for all pupils (The responsibility of all teachers)  | Wave 2 – Short term interventions (Qualified teacher directs appropriate provision with support of SENCo)  | Wave 3 – Long term support, personalised provision (Specific to individual children; usually as part of a Statement of Special Educational Need or an Education and Healthcare Plan (EHCP))   |
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| <b>Cognition and Learning</b> | <p>Differentiated curriculum in maths, English, science and the foundation subjects.</p> <p>Enquiry based learning.</p> <p>Weekly spellings, times tables and mental maths.</p> <p>Developmental marking, including next steps, in English and maths.</p> <p>Visual timetable.</p> <p>Writing frames.</p> <p>Written and spoken instructions differentiated to suit differing learning styles.</p> <p>Balance of visual, kinaesthetic and auditory teaching.</p> <p>Flexible methods of recording work.</p> <p>Individual, paired and group work.</p> <p>Teaching Assistants in all classes.</p> <p>Special and adapted equipment to support pupils e.g. coloured overlays, wobble cushions, pencil grips, triangular pencils, personalised time tables.</p> <p>Use of I.C.T across the curriculum; including laptops, tablet devices &amp; interactive whiteboards.</p> <p>Relevant classroom displays.</p> <p>Labelled resources.</p> <p>Marking shared with children.</p> <p>Foundation, KS1 and KS2 libraries.</p> <p>Reading scheme books and reading records.</p> <p>Sports equipment.</p> <p>Designated music, cooking, art rooms and studio.</p> <p>Rewards – house points, Head Teacher awards, achievement certificates.</p> <p>Enrichment classes (KS2)</p> | <p>Personalised learning teachers for maths and English.</p> <p>In class Teaching Assistant to support differentiated learning.</p> <p>Phonological awareness programme.</p> <p>Support from Learning and Language Support (LLS), Speech and Language Therapy (SaLT) and Educational Psychologist where appropriate.</p> | <p>1:1 support in English, maths, science and other subjects.</p> <p>Specific intervention programmes including Toe by toe, the letter forest and 5 minute box</p> <p>Numicon.</p> <p>Personal computer.</p> <p>Personal tablet device.</p> <p>Support from Outreach Advisory Teacher e.g. Lindon Bridge School (ASD).</p> <p>Support from Speech and Language Therapy (SaLT), Occupational Therapy (OT), Learning and Language Support (LLS), Behaviour Support (BS) and Educational Psychologist.</p> |

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| <p><b>Communication and Interaction</b></p> | <p>Instructions kept clear and simple.<br/> Teacher/pupil modelling in maths.<br/> Personalised learning teachers.<br/> Learning objectives shared with children.<br/> Gestures used to support spoken word.<br/> Children asked to repeat back instructions.<br/> Differentiated language as required.<br/> Visual prompts, aids and resources.<br/> Visual timetables.<br/> Talk partners.<br/> Children seated a way that encourages learning.<br/> Key vocabulary displays.<br/> Reading records.<br/> Circle time.<br/> Show &amp; tell (Foundation and KS1).<br/> Differentiated instructions.<br/> Structured routines.<br/> School council to promote pupil voice.<br/> Teaching assistants.<br/> Meditation and reflection times (R.E).<br/> School newsletter.<br/> Parentmail<br/> Guided reading groups.<br/> Class assemblies<br/> Residential trips (KS2).<br/> Educational visits.</p> | <p>In class Teaching Assistant support.<br/> Personalised learning teachers.<br/> Visual prompts.<br/> Support from Speech and Language Therapist (SaLT), Learning and Language Support (LLS), Educational Psychologist and REMA (EAL and traveller support service).<br/> Social communication groups.</p>                        | <p>Speech therapy programme led by Speech therapist.<br/> 1:1 personalised support.<br/> On-going support from Educational Psychologist. REMA, and Occupational Therapy (OT).<br/> Outreach support from advisory teachers e.g. Linden Bridge school (ASD).</p>                       |
| <p><b>Sensory and Physical</b></p>          | <p>Teachers aware of implications of physical and sensory impairment, e.g. keeping background noise to a minimum, facing children when speaking, seating children in a way that minimises the impact of any impairment.<br/> Appropriate lighting.<br/> Suitable chairs, desks and carpet areas.<br/> Easy access to resources.<br/> Morning, lunch and afternoon breaks for all classes.<br/> Visual prompts in classroom.<br/> Length of activities appropriate to age of children.</p>   | <p>Occupational Therapy.<br/> Support from Surrey Physical and Sensory Support Advisory service (PSS).<br/> Access to touch typing programmes.<br/> Use of enlarged text.<br/> Resources photocopied onto coloured paper.<br/> Additional handwriting support, e.g. Letter forest, Write from the start.<br/> Movement breaks.</p> | <p>Provision of specialist equipment, e.g. weighted jackets, seating and intimate care plans.<br/> Additional planning arrangements for transitions from Key Stage or to another school.<br/> On-going support from Surrey Physical and Sensory Support and Occupational Therapy.</p> |

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|   | <p>Interactive whiteboards in all classes.</p> <p>Use of multi-sensory teaching.</p> <p>Weekly handwriting lessons.</p> <p>Pen licenses (KS2).</p> <p>Pencil grips, triangular and chunky pencils, wobble cushions, writing slopes, and stress balls.</p> <p>Accessible toilets.</p>   |  |   |
| <p><b>Social, Mental and Emotional Health</b></p> | <p>Behaviour policy.</p> <p>Praise and rewards systems including Head teacher awards, achievement certificates, Head teacher tea parties and house points.</p> <p>Visual timetables.</p> <p>Catholic values embedded in curriculum.</p> <p>Playtime resources and equipment including trim trail and traversing wall.</p> <p>Multi-sensory teaching.</p> <p>Circle and reflection times.</p> <p>Education for Personal Relationships lessons (E.P.R).</p> <p>Teaching assistant support.</p> <p>School staff training, e.g. Positive touch.</p> <p>Rainbows Groups (Bereavement support)</p> <p>Personal trays and pegs.</p> | <p>Social communication groups.</p> <p>Exploring feelings programmes, e.g. There's a volcano in my tummy.</p> <p>Transition planning.</p> <p>Playtime observation logs.</p> <p>Advice from Surrey Behaviour Support.</p> | <p>CAMHS support (Child and Adolescent Mental Health Services).</p> <p>Ongoing support from Educational Psychologist and Behaviour Support.</p> <p>Personalised social stories.</p> <p>1:1 support.</p> |