

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))
Cognition and Learning	<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 & 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>

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

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