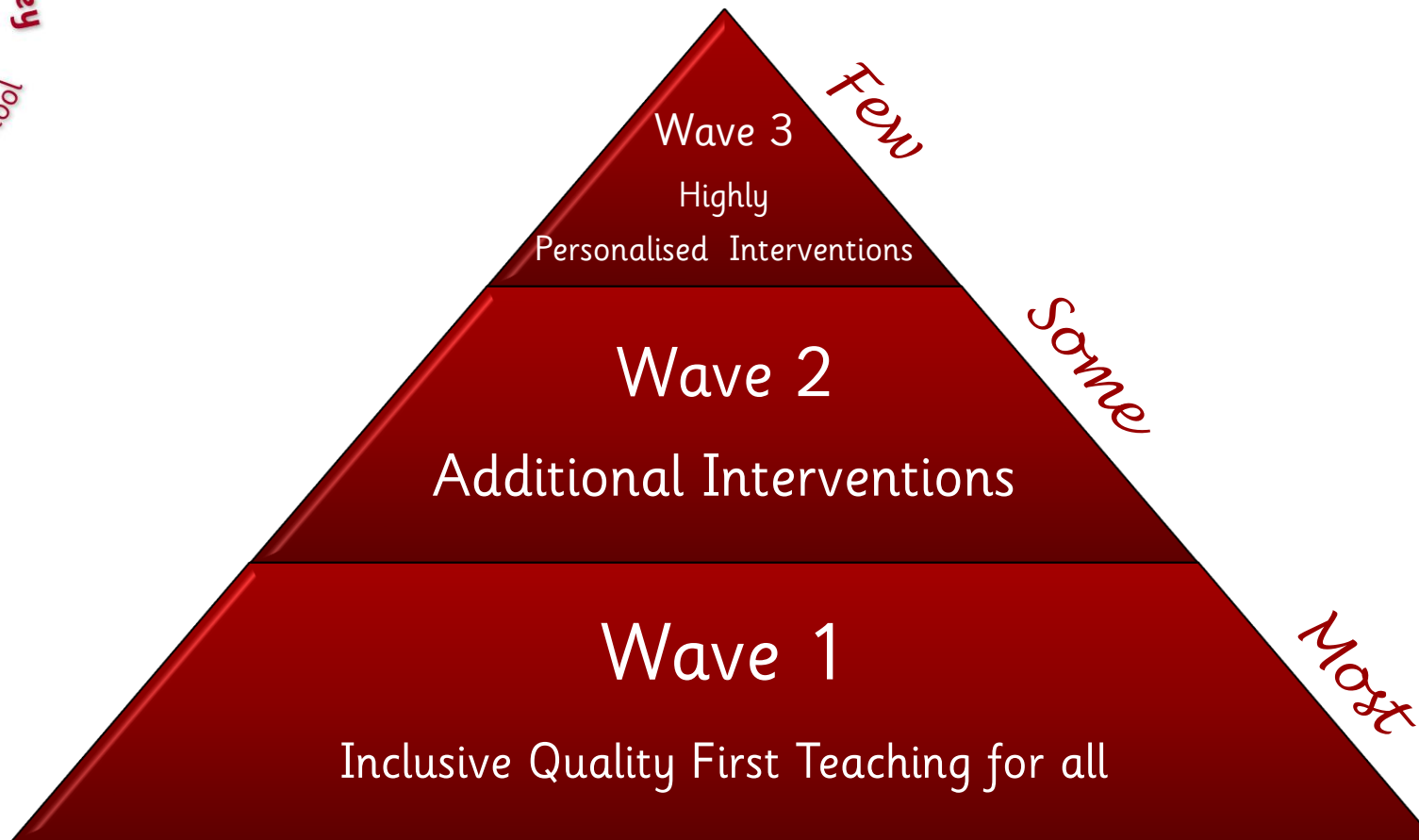


Whole School Provision for all children and those with additional needs



Below are examples of some of the provision we may make for children who require support at the different waves of intervention (Wave 1 is usual classroom differentiation for MOST children)

The lists are not exhaustive and as we evaluate the needs of individual children the provision changes. The provision is broken down into four areas identified in the Code of Practice. These are identified so that children access support, at all levels of need, to make their learning journey a successful one.

Wave 1

Quality First Teaching

Communication and Interaction
Cognition and Learning
Behavioural, Social and Emotional
Sensory and Physical

Supportive Home / School Communication

Use of visual timetables / Learning walls

Active listening/Talk partners

Whole school rewards and sanctions

Structured school and class routines

Flexible Teaching Arrangement

Scaffolding learning or pre-teaching (Planning, delivery outcome)

Well-developed outdoor areas to promote active play

Play to support gross & fine motor development in EYFS – play dough, sand and water, small world, mark making equipment.

Enriched Curriculum

Specialist Sports Coaches to promote whole body fitness

Consistent Whole School Behaviour Expectations

Use of table top resources e.g. writing frames, help mats

Appropriately sized classroom furniture, sinks and toilets

Celebration Assembly

Daily Phonics
Access to ICT
Use of writing frames

Wave 2

Targeted Provision

Communication and Interaction
Cognition and Learning
Behavioural, Social and Emotional
Sensory and Physical

Effective use of collaborative group work

Teachers to use the pupil's names to aid re-focussing

Over learning

Programmes:
Starving the Anxiety Gremlin/
Time to Talk/
Socially Speaking Programme

Consideration given to seating arrangements

Individual behaviour charts/
visual timetable.

Booster Sessions

Additional keyboard skills training

Handwriting programmes to increase speed and accuracy

Enriched Curriculum

Dough disco and planned activities to increase fine motor skills

Increased Communication between Home and School

Group Interventions

Extra opportunities to develop gross motor skills

Small group ELSA sessions

Targeted Support by a TA

Wave 3 Personalised Provision

Communication and Interaction
Cognition and Learning
Behavioural, Social and Emotional
Sensory and Physical

Advice from SALT

Use of visual timetables / Learning walls

Active listening/Talk partners

Behaviour Plan in place

Structured school and class routines

Advice from outside agencies, i.e. Disabilities Nurse, OT, Physiotherapist

Advice from outside agencies

Specific TA support in lessons

Personal adjustments and support as necessary such as yoga bands

Health Care Plan

Advice from outside agencies

Specific Training for key staff

Individualised timetable with regular rewards/timeout

Individual catch-up programmes such as precision teaching

Experiential learning

Use of Small steps assessments to show progress