



SEND provision is divided into three main categories called: Wave 1, Wave 2 and Wave 3.

Wave 1 or 'Quality First Teaching' takes into account the learning needs for all pupils in the classroom. It is achieved through careful differentiated planning and the use of a variety of teaching strategies and resources. The aim of 'Quality First Teaching' is to reduce, from the start, the number of pupils who need additional help with their learning.

Wave 2 takes into account the additional learning needs of some pupils. It refers to the additional provision in the form of individual or small group intervention to accelerate progress and to enable pupils to work at age related expectations. It is specific, additional and time bonded and is over and above what is offered at Wave 1.

Wave 3 takes into account the significant additional learning needs of a few pupils. The support that pupils at Wave 3 is additional to or different from that provided as part of the school's Wave 1 and 2 provision. These pupils will have significantly greater difficulty in learning and may involve the adjustment of learning objectives and teaching styles and/or individual support. It may be necessary to involve outside agencies to assess pupils' strengths and next steps of development.

Area of Need	Wave 1		
Cognition and Learning	Quality teaching with differentiated curriculum, delivery, output and language Visual aids Visual timetables Visual resources and Smart board Differentiated word banks Movement breaks Differentiated targets Differentiated next steps Differentiated success criteria Differentiated seating arrangement Talk partners Writing frames Ace dictionaries Group/paired work In class TA support Reading ruler	Communication and Interaction	Quality teaching with differentiated curriculum, delivery, output and language Structured routines Visual aids/prompts Writing frames In class TA support Directed questioning Learning objectives displayed Review seating arrangements Gestures Word maps/mind maps Marking comments for next steps/advice Layout of classroom designed to suit class Drama: e.g. "hot seating" role play Topic vocabulary displayed Group discussion of work/ideas Home school diary/Reading record



	<p>Use of concrete materials Oral/drama activities Quality of visual display Bloom's taxonomy to develop questioning Developing children's' feedback Differentiated time to complete tasks Guided reading in ability groups Guided writing Additional phonics support Appropriate positioning in classroom for HI/ VI Word Mats Task Boards Differentiated success strips</p>		<p>Circle time Pupils repeating back instructions Teacher modelling a task Talking partners Class visual timetable Talking tins Show and tell Individual whiteboards Appropriate positioning in classroom for HI/ VI</p>
<p>Social, Mental and Emotional Health</p>	<p>Quality teaching with differentiated curriculum, delivery, output and language Behaviour policy with graduated response School & Class rules Rewards and consequences: Good to be Green System Seating plan Circle time Differentiation of expectations (curriculum, delivery and output) Visual aids (timetable, planner) In class TA support Multi-sensory teaching "Time out" system Talking partners Transition to new class support Circle time/SEAL resources Assemblies focusing on specific issues Lunchtime and peer support: Lunchtime club and play Leaders</p>	<p>Physical and Sensory</p>	<p>Quality teaching with differentiated curriculum, delivery, output and language In class TA support Flexible teaching arrangements Teacher aware of implications of sensory and/or physical impairment Availability and access to resources Suitable furniture and space Suitable positioning in class Appropriate lighting Visual prompts Pencil grips Use of IT and / or alphasmart to record ideas where appropriate Left hander scissors Role play Brain breaks Teacher faces children when speaking</p>



	<p>Relevant training for school staff Positive touch training for TAs Restorative approach focus Consistency within class/lunchtime/whole school Playground buddies Class assemblies, Celebration assemblies Drama and Role play Whole school approach Challenging work for all Appropriate positioning in classroom for HI/ VI Mindfulness lessons Growth Mindset</p>		<p>Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials Regular movement breaks/ “Brain breaks” Motor development supported through PE Coloured acetates/reading rulers, varied background colour on IWB Accessible building / and lift at Westcott site Emergency evacuation plan Personal allocated space Fiddle toys and weighted cushions. Appropriate positioning in classroom for HI/ VI</p>
Area of Need	Wave 2		
Cognition and Learning	<p>SEND Support Plan – targets and strategies Phonics / phase boosters 1st class at number 1 and 2 Number Sense 1st class at writing Plus 1 Power of 2 Word Wasp / Toe by Toe 5 minute phonics box 5 minute maths box Handwriting programme Grammar for Writing 1 and 2 Intervention Guided reading in ability groups and / or 1:1</p>	Communication and Interaction	<p>SEND Support Plan – targets and strategies SALT programmes Speech Link screening and interventions ELSA Play therapy Social skills groups Now and Next Task charts Circle time</p>
Social, Mental and Emotional Health	<p>SEND Support Plan – targets and strategies Personalised response plan and reward system Social skills group Lunch club</p>	Physical and Sensory	<p>SEND Support Plan – targets and strategies OT resource pack activities Handwriting programmes Sensory circuits</p>



	Transition planning and provision for change to new class / site / school Play therapy SEND Support Plan – targets and strategies ELSA		
Area of Need	Wave 3		
<p>This is long-term continuing support. It is specific to an individual child's needs and is usually part of an Education Health Care Plan (EHCP). It usually involves outside agencies. These can include:</p> <p>Educational Psychologist STIPP team: Learning and Language Support (LLS), Behavioural Support (BS) GP Paediatrician School Nurse ASD outreach CAMHS Social Care Early Help Home School Link Worker (HSLW) Educational Welfare Officer (EWO) Physical and Sensory Support for Visual and Hearing Impairment Occupational Therapy (OT) Physiotherapist Community Police Play Therapist</p>			