







Saxon Primary School Wave 1, 2 and 3 provision

	Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<p>Cognition and Learning</p> 	<ul style="list-style-type: none"> • Differentiation across the curriculum • All pupils set appropriately challenging targets using a 'next step' approach • Differentiated delivery • Accurately paced lessons • Visual timetables • Writing frames • Written and spoken instructions presented in a way that enables all pupils to access the curriculum • Group/paired learning • In class teaching assistant support • Guided teaching • Specialist equipment • Dialogic teaching • The curriculum is relevant and exciting with curriculum weeks woven throughout the year where learning is cross curricular. • A range of questioning strategies are used to encourage deeper thinking • Personalised learning approaches are used • Children have access to a wide range of relevant resources that are suitable for their individual needs • Children self-assess their own learning and plan their next steps. • Multi-sensory learning styles are taken into 	<ul style="list-style-type: none"> • A teaching assistant in every class 5 mornings a week • Additional teaching assistant in classes where a higher level of need is identified during some afternoons • Withdrawal of groups of children who need extra literacy or numeracy support • Multi-sensory spelling groups • Support and advice for Learning and Language • Pupils placed on provision map 	<ul style="list-style-type: none"> • 1:1 support for literacy and maths following specially designed programmes • Additional planning and arrangements for transition • Individual arrangements for SATs • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Pathway planning towards EHC Plan

	consideration <ul style="list-style-type: none"> • Writing frames 		
Communication and Interaction 	<ul style="list-style-type: none"> • Nest steps are displayed and referred to in every lesson • Teacher modelling • Visual prompts used • Class visual timetable used in every classroom • Seating plans are carefully considered to promote learning • Talking partners • Key vocabulary is clearly displayed • Home/school reading record • Parent/teacher contact each morning and evening if necessary as children are collected and delivered to the door by the teacher each day. • Word/mind maps are used at the beginning of new topics • Structured routines • Instructions are delivered clearly and reiterated where necessary so all children understand 	<ul style="list-style-type: none"> • In class TA to aid the delivery of IEP targets • Pupils placed on class provision map • Visual aids • Language and vocabulary groups • Support from Learning and Language support/speech and language therapist where needed 	<ul style="list-style-type: none"> • Pupils given a pupil passport where necessary which details areas of need, targets and support needed Support and advice from Learning and Language support/speech and language therapist where needed • Individually tailored language and vocabulary support • Pathway planning towards EHC Plan
Sensory and Physical 	<ul style="list-style-type: none"> • Teachers understand the implications of sensory impairment • Suitable furniture and space • Easy to access resources • Classroom layout and positioning of pupils are carefully considered to ensure safety and access for all • Appropriate resources are used to support needs such as wobble cushions, pencil grips, writing slopes etc. • ICT is appropriately used to support needs • Activate is used in every class to ensure movement breaks 	<ul style="list-style-type: none"> • Surrey occupational therapy resource pack used throughout the school where a need arises • Handwriting fine motor programmes run in every year group • Occupational therapy sessions run where needed • Physiotherapy sessions run where needed • Touch typing programmes • Radio aid systems used in 	<ul style="list-style-type: none"> • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Support with specialist equipment • Additional planning arrangements for transition • Pathway planning towards EHC Plan

	<ul style="list-style-type: none"> • Multi-sensory teaching • Circle time and SEAL • In class teaching assistant support • Ground floor disabled access • Pupil toilets for each year group 	<p>relevant classes</p> <ul style="list-style-type: none"> • Scene eye equipment used where necessary • Pupils placed on class provision map 	
<p>Social, Mental and Emotional Health</p> 	<ul style="list-style-type: none"> • Stay on Green behaviour policy based on restorative principles • Restorative approach to resolving conflicts and problem solving • Class reflection areas • Visual timetables • Talking partners • Assemblies that promote values • PSHCE • Circle time • In class teaching assistant support • Differentiated expectations of ability • Multi-sensory teaching • Activate to provide planned movement breaks 	<ul style="list-style-type: none"> • Social, communication groups are run where needs are identified • Play therapy provided for pupils where identified • Transition planning • Interventions monitored and reviewed on an on-going basis • Pupils placed on class provision map 	<ul style="list-style-type: none"> • Support from Home School Link worker and Home school mentor • School counsellor • Behaviour plans • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Individually tailored behaviour support • Additional planning arrangements for transition • Pathway planning towards EHC Plan

This document provides an outline of the current provision at Saxon Primary School. The wave 1 provision is delivered by all class teachers and is closely monitored and supported by subject leaders, senior leaders and the inclusion manager. The Wave 2 and 3 provision is targeted for pupils who are identified through our on-going assessment process. Children who receive this provision will be placed on the class provision map and monitored closely. This information will be shared with parents and carers at parent consultation meetings or at other points when necessary. The wave 2 and 3 provision will change depending on the needs of the children.