

Saxon Primary School Wave 1, 2 and 3 provision



Wave 1 Definition Quality First Inclusive Teaching *Examples of provision*

Wave 2 Short Term Interventions *Examples of provision*

Wave 3 Long term support and personalised provision *Examples of provision*

Cognition and Learning



- Differentiated curriculum
- Differentiated delivery
- Accurately paced lessons
- All pupils set appropriately challenging targets using a 'steps to mastery' approach
- Visual timetables
- Writing frames
- Written and spoken instructions presented in a way that enables all pupils to access the curriculum
- Dialogic teaching approaches
- Peer learning, through groups and pairs
- In class teaching assistant support
- Guided teaching with the class teacher
- Use of Thinking Maps
- Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays
- The curriculum is relevant and exciting with special curriculum foci woven through each half term where learning is cross curricular.
- A range of questioning strategies are used to encourage deeper thinking
- Personalised learning approaches are used
- Children self-assess their own learning
- A focus on Growth Mindset
- Multi-sensory learning styles are taken into consideration

- 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 English or maths support
- Multi-sensory spelling groups
- Support and advice from the Surrey advisory teacher of Learning and Language
- Pupils provision detailed on the class provision map

- 1:1 support for literacy and maths following specially designed programmes
- Pupils given a pupil passport which details areas of need, targets and support needed
- Pupil's provision detailed on individual provision map
- Additional planning and arrangements for transition
- Individual arrangements for end of key stage assessments
- Support and advice from the Surrey advisory teacher of Learning and Language/Educational Psychologist

Communication and Interaction



- Differentiated curriculum
 - Differentiated delivery
 - Accurately paced lessons
 - All pupils are set appropriately challenging targets using a 'steps to mastery' approach
 - Visual timetables
 - Writing frames
 - Multi-sensory learning styles are taken into consideration
 - Teacher modelling
 - Written and spoken instructions presented in a way that enables all pupils to access the curriculum
 - Dialogic teaching approaches
 - Peer learning, through groups and pairs
 - In class teaching assistant support
 - Guided teaching with the class teacher
 - Use of Thinking Maps
 - Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays
 - The curriculum is relevant and exciting with special curriculum foci woven through each half term where learning is cross curricular.
 - A range of questioning strategies are used to encourage deeper thinking
 - Personalised learning approaches are used
 - Children self-assess their own learning
 - A focus on Growth Mindset
 - Visual prompts used
 - Seating plans are carefully considered to promote learning
 - Key vocabulary is clearly displayed
 - 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
- 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 additional group support e.g. pre teaching vocabulary or working memory support
 - Multi-sensory spelling groups
 - Support and advice from the Surrey advisory teacher of Learning and Language
 - Pupils provision detailed on the class provision map
- 1:1 support following specially designed programmes
 - Pupils given a pupil passport which details areas of need, targets and support needed
 - Pupil's provision detailed on individual provision map
 - Additional planning and arrangements for transition
 - Individual arrangements for end of key stage assessments
 - Individually tailored language and vocabulary support
 - Support and advice from the Surrey advisory teacher of Learning and Language/Speech and Language therapist/Educational Psychologist

Sensory and Physical



- Teachers understand the implications of sensory impairment
 - Most staff are trained in how to support pupil's with hearing impairments, including those with cochlear implants
 - Staff work closely with advisory support services to develop best practice for supporting children with sensory needs and physical disabilities
 - 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
 - Movement breaks are regularly planned into lessons
 - Multi-sensory teaching
 - In class teaching assistant support
 - Ground floor disabled access
 - Appropriate resources are in place to ensure pupil toilets are accessible for children with physical needs
 - Pupil toilets for each year group
 - Differentiated curriculum
 - Differentiated delivery
 - Multi-sensory learning styles are taken into consideration
 - Seating plans are carefully considered to promote access for all
- 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 relevant classes
 - Scene eye equipment used where necessary
 - Pupils provision detailed on the class provision map
- 1:1 support physical/sensory support following specially designed programmes
 - Pupils given a pupil passport which details areas of need, targets and support needed
 - Pupil's provision detailed on individual provision map
 - Additional planning and arrangements for transition
 - Individual arrangements for end of key stage assessments
 - Support with specialist equipment
 - Additional planning arrangements for transition
 - Support and advice from the Surrey advisory teacher for physical disability/hearing impairment/visual impairment

Social, Mental and Emotional Health



- Stay on Green behaviour policy based on restorative principles
 - Restorative approach to resolving conflicts and problem solving
 - Class reflection areas
 - Accurately paced lessons
 - All pupils are set appropriately challenging targets using a 'steps to mastery' approach
 - Visual timetables
 - Assemblies that promote values
 - PSHCE
 - Circle time
 - In class teaching assistant support
 - Differentiated expectations of ability
 - Multi-sensory teaching
 - Structured routines
 - Instructions are delivered clearly and reiterated where necessary so all children understand
 - A focus on Growth Mind-set
- 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 provision detailed on the class provision map
- Support from Home School Link worker
 - Support from Home school mentor
 - Support from school counsellor
 - Support from Art therapist
 - Individual behaviour plans devised
 - 1:1 support for social and emotional skills, following specially designed programmes
 - Pupils given a pupil passport which details areas of need, targets and support needed
 - Pupil's provision detailed on individual provision map
 - Additional planning and arrangements for transition
 - Individual arrangements for end of key stage assessments
 - Support and advice from the Surrey advisory teacher for Behaviour support/Educational Psychologist/Child and Adolescent Mental Health Service (CAMHS)

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/individual 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.