

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p>

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

Cognition and Learning

Category of Need	Wave 1 (High Quality First Teaching- whole school)	Wave 2 (additional support e.g. targeted work for particular groups)	Wave 3 (intensive support e.g. individualised interventions)	Entry and Exit Criteria, Assessments Used to Measure Impact
	<ul style="list-style-type: none"> • More time to answer questions in class or group situations. • Realistic expectations of time taken to complete tasks. • Pre-learning for tasks which may need more time to process. • Practical and concrete materials at all stages of the learning process. • Revision and overlearning. • Working closely with parents/carers to embed over learning or extra learning if needed. • Access to group work for all where children are working at a similar level. • Access to peers who will be good role models in terms of language and communication. Children can then assess their own work and that of their peers. • Teaching to include visual prompts and all key vocabulary to be displayed visually. • Clear routines displayed each day and if the teacher feels it is appropriate a visual timetable could be used. Whole key stage calendars at busy times. • Strategies to be used to support listening and concentration as needed. • Access to materials such as pencil grips and added ICT programs such as audacity to record ideas in a verbal form. • Close relationships with staff developed over two years from Years 1 to 6, who know the children well. • Pre wave 2 interventions daily as needed in all lessons. • Quality marking and feedback in line with schools marking policy and regular assessment of children. • Culture of next steps pink and green marking throughout school so children know where they are now and where their learning needs to go next. • Timely intervention to catch mis-conceptions. Effective circulation of TA and teacher. 	<ul style="list-style-type: none"> • Maths catch up programs based on LAPS materials. • English catch up based on LAPS materials • Fast Forward Grammar and Fast Forward spelling from Lancashire English team • Nussy spelling • Group TLPS to specifically target one area with a group. • Parents would be involved to discuss assessments and given specific targets to work on at home. Review meeting of these will be planned • Teachers and TAs experienced using coloured overlays. • Work copied on cream paper if needed. • Precision teaching where needed. • Pre-teach Vocabulary • Task boards • Dslexia Screening Test-Nussy • Booster sessions. • Prcision teaching focused on targets. • Learning By Questions target key areas. 	<ul style="list-style-type: none"> • CAF/TAF • Individualised learning plans • Work using advice from an Education Psychologist or specialist teachers • Local EP clusters to share information with other local SENDCos and bring back ideas. • OP Targeted work • S&I referral • Support from Educational Behaviourist. • Tailored maths delivery using age-related materials. 	<p>Entry Wave 2: Assessments in a specific learning area for a group of children are a term or more behind their peers. Without intervention they may not achieve the expected standard at the end of the year but are capable of with more help. Children had HFW assessments and Phonic assessments that are a term or more behind their peers.</p> <p>Exit Wave 2: Children have made progress and the gap between their peers and themselves has closed. Assessment data, evidence, parental input and observation by the teacher should show this.</p> <p>Entry Wave 3: Children are working below the expected year group by a year or more based on the tracker. They have entered the year group as entering from the previous year (e.g. As they are entering Year 4 their assessment level is entering Year 3). Teacher observations may have reported that progress is slow and more specific 1:1 interventions are needed. PIVATS may be needed to assess in Year 1 and 2 and this would mark Wave 3.</p> <p>Exit Wave 3: Children have closed the attainment gap to less than a year and are able to access some general class work.</p>

Category of Need	Wave 1 (High Quality First Teaching- whole school)	Wave 2 (additional support e.g. targeted work for particular groups)	Wave 3 (intensive support e.g. individualised interventions)	Entry and Exit Criteria, Assessments Used to Measure Impact
Communication and Interaction	<p>See Above</p> <ul style="list-style-type: none"> • Daily communication on Class Dojo to aid children who find relaying their day challenging. Parents will be fully aware of what they have done in school that day. Parents can also privately message the class teacher to relay any messages. • Model speech/language • Talk Partners • Visual Timetables • Sequencing activities • Key word banks • Drama activities/Role play • Additional processing time • Sentence starters used in lessons. • STEM sentences in maths. • Pre-tech model vocabulary. • Key Charity/NSPCC/Kooth support. • PSHE Curriculum-SCARF. 	<ul style="list-style-type: none"> • Social skills groups • Daily Check ins • Growth Mindset intervention • Sumo positive thinking. • Black Sheep Materials • Extra transition to high school sessions and visits. • Socially Speaking • Time to Talk • Social skills board games. • Pre teach of vocabulary 	<ul style="list-style-type: none"> • CAF/TAF • Individual visual timetables. • Targeted work from S%L therapy • Social stories based on specific need and shared first with parents. • Self-esteem TA work 1:1 • Precision teaching linked to self-esteem. • Speech Therapy programs provided by experts • Close work with specialists teachers of the deaf. 	<p>Entry Wave 2: On teacher observation and talking with parents children need further explaining of social situations to prevent or calm anxieties. Children as a group may mispronounce words and this may affect their speech or spelling. Social and communication scales may indicate that work needs to be done. Precision teaching reveals a number of words that are mispronounced.</p> <p>Exit Wave 2: Children are observed to be calm/not worried. Children have made progress in pronouncing words and the number has reduced of mispronounced words.</p> <p>Entry Wave 3: Children have specific need- SALT or CAHMS. Children may also need these waves to be flexible as social stories can often be reactionary and needed for a limited amount of time. Children may be in and out of wave three here depending on worries and social situations that arise.</p>

Category of Need	Wave 1 (High Quality First Teaching- whole school)	Wave 2 (additional support e.g. targeted work for particular groups)	Wave 3 (intensive support e.g. individualised interventions)	Entry and Exit Criteria, Assessments Used to Measure Impact
Social Emotional Mental Health	<p>See Above</p> <ul style="list-style-type: none"> • Access to pastoral support in school as and when needed on a flexible basis. Daily check in books in each class as a matter of quality first teaching. • Private messaging system on Dojo for all parents to pass on messages quickly. • TA well known to children on the door who can pass messages on and inform teachers quickly. • Staff know children and families well so can offer further support when needed. • Daily Growth Mindset around school, in worship and in each class. • Increasing confidence through Class Dojo Points • Specially set aside SCARF weeks to explore certain topics such as confidence, safety and risk taking. • Online safety days and visits to local high schools to increase their knowledge of online safety. • PSHE-SCARF lessons and resources. • Timers and stress relievers • Fidget objects • SUMO/Growth Mindset culture. 	<ul style="list-style-type: none"> • Social skills programs (see above) • Pastoral support class teacher assistants. • Nurture groups for Growth Mindset specialist intervention conducted by class teacher. • Feelings games and stories. • Paddle cards for discussing feelings. • Board games based around feelings and emotions. • Access to Early Help services • Parenting courses • Social stories • Worry jars • Small group SUMO. • Confident Me. 	<ul style="list-style-type: none"> • CAF/TAF • Lego Therapy • Confident me. • Individual social stories • 1:1 work with class teaching assistant • Sumo materials and daily checkins • Social stories tailored to the worries or needs of the child. • CAHMS or behavioural specialist programs • 1:1 workshop with life coach consultant • School nurse 6 week block • Early help and wellbeing 	<p>Entry Wave 2: On teacher observation and talking with parents children need further explaining of social situations to prevent or calm anxieties. Teacher may have observed inappropriate responses in class. Role play may be needed within small group.</p> <p>Exit Wave 2: Children are observed to be calm/not worried. Child is making appropriate decisions/comments and teacher records/observes progress.</p> <p>Entry Wave 3: Children are displaying more anxious/ aggressive behaviour and seem more troubled on observation. A strengths and difficulties questionnaire many have been completed or a Boxhall Profile. Parents report issues at home. Trigger points of very specific and school need further guidance to deal with these. See above in terms of social stories to be used</p>

Category of Need	Wave 1 (High Quality First Teaching- whole school)	Wave 2 (additional support e.g. targeted work for particular groups)	Wave 3 (intensive support e.g. individualised interventions)	Entry and Exit Criteria, Assessments Used to Measure Impact
Sensory and Physical	<p>See Above</p> <ul style="list-style-type: none"> • Access to pencil grips and use will be modelled by the teacher • Child friendly displays in KS1 using hessian and natural materials. • Positioning in class suitable for the child - facing the teacher so that they can see lips moving as well as hear. • Key information to be said and written so that children can absorb what is being said clearly. • Calming music played in the background during times of concentration to avoid a noisy classroom environment. • Teachers to lead their children around school during transition times to keep movement calm and noise minimal. • Sensory equipment access for Nursery/EYFS and KS1 in newly refurbished office. • Visual prompts, pictures and IT used to aid learning. • Organised resources readily available to enable independence. • Outdoor learning opportunities • Yellow background for teaching slides. • Careful positioning of children • Go Noodle 	<ul style="list-style-type: none"> • Handwriting support using newly purchased Letter Join. Write Start Intervention. • More time given to finish activities during worship or morning work. • Coordination activities using counters, tweezers and darning. • Fine and gross motor skills groups as needed and run by a TA. • Sloping boards for desks • Fidget kits. • Motor skills programmes. • Pedal bikes. • Coloured overlays. • Individual social stations. • Planned movement breaks • Headphones • Wobble cushion 	<ul style="list-style-type: none"> • CAF/TAF • Access to extra ICT if needed. • Work with Occupation Therapy. • Work with specialist teachers. • Specialist equipment if needed. 	<p>Entry Wave 2: Children struggle with coordination such as cutting or threading. Teacher observation and parent feedback based.</p> <p>Exit Wave 2: Writing and other motor skills activities show improvement in line with peers. Handwriting is joined, legible and letters are of a consistent size. Child demarcates the capitals that do not change shape clearly as capitals e.g. S, P</p> <p>Entry Wave 3: Children have specific medical need or impairment that is not going to change and school receive specialist advice and equipment. Children's ability to co-ordinate is significantly behind that of their peers. For example child in Year 5/6 would need a bead threading or cutting skills activity. Based on teacher observations and the opinion of medical professionals.</p> <p>Exit Wave 3: Child is able to cut confidently and moves well with scissors. Child can thread beads easily. Handwriting has made progress and no longer requires 1:1 group. Made accelerated progress to being no more than 2 terms behind their peers. Specialist equipment may need to remain to support progress.</p>