

Wave 1, 2 and 3 Provision			
	Wave 1 – Quality First Inclusive Teaching for all pupils ( The responsibility of all teachers)	Wave 2 – Short term interventions Additional provision with support from the SENCo	Wave 3 – Definition long term support, personalised provision – specific to individual children which is usually as part of an Education and Health Care Plan (EHCP)
<b>Cognition and Learning</b>	<p>Inspiring and broad curriculum Differentiated curriculum, differentiated questioning( thinking time, talk partners, scaffolding questioning, challenging questions) Positive learning environment Marking and classroom assessments to instruct planning 'Next steps' used in English and maths Marking shared with children Weekly phonics practice Visual timetables Clearly labelled resources which are accessible Word/ Sound mats Flexible methods of recording as appropriate Termly feedback to parents Clear success criteria Class teacher and TA support in class Use of ICT Group and paired work Group and individual targets Special and adapted equipment provided to support pupils, eg coloured overlays, writing slopes, pencil grips, wobble cushions Real resources included outdoor learning Supportive classroom displays Lunch time support staff Access to play equipment Classroom and school library</p>	<p>In class teaching assistant for maths and English support Maths intervention support groups SNAP maths Reading intervention groups Year 2 Writing Group Phonological Awareness programme KS1 Support and advice from Learning and Language advisory teacher</p>	<p>1:1 personalised teaching for English and Maths Language for Thinking Numicon ICT programmes Individual work stations Support from Literacy and Language Advisory Service Support form Educational Psychologist</p>

<p><b>Communication and Interaction</b></p>	<p>Learning questions shared/devised with children  Teacher/pupil modelling in maths and English  Instructions kept clear and simple eg chunked language  Teacher's level and use of voice  Gestures used to support spoken word  Children asked to repeat back/ paraphrase instructions  Differentiated language as needed  Teacher sitting in with the learning  Visual prompts, aids and resources eg word banks, number lines  Visual timetables  Seating plan that encourages learning  Talking partners  Key vocabulary displayed visually Class noticeboards  Home to School diary /Reading records  Circle time  Clear differentiated instructions  Mind maps  Structured routines  Class based teaching assistant</p>	<p>In class TA support  Pictorial vocabulary charts  Visual aids  Language enrichment support groups  Support from Speech and Language Therapist, Learning and Language, Educational Psychologist,  Break time and lunchtime support  Social skills groups  Friendship groups</p>	<p>Speech therapy programme led by Speech Therapist  Language programme e.g. Language for Thinking  1:1 personalised support with Elklan trained Learning Support Assistant  On-going support from Literacy and Language Support and Educational Psychologist  Outreach support from advisory teachers e.g. Freemantle's School (ASD )</p>
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<p><b>Sensory and Physical</b></p>	<p>Teachers are aware of implications of physical and sensory impairment, e.g. Keeping background noise to a minimum, suitable classroom furniture, colours of display lettering, classroom space, seating organisation, Visual prompts in classroom Appropriate lighting Regular movement breaks Multi-sensory teaching Times of each activity are age appropriate Availability of resources, slopes for writing, colour overlays for reading, wobble cushions, pencil grips, fiddle toys Easy access to classroom resources</p>	<p>Support from Surrey Physical and Sensory Advisory Service where needed Touch Typing Programme Provision made for children with hearing impairment e.g. reduction of background noise and seating arrangements Provision made for children with vision impairment e.g. enlarged texts Handwriting and fine motor programmes The school has disabled access</p>	<p>Provision of specialist equipment – for example seating, intimate care plans Additional planning and arrangements for transition On- going support from Surrey Physical and Sensory Advisory Service, and from Occupational Therapists Personalised support e.g. for intimate care Support from school nurse</p>
<p><b>Social, Mental and Emotional Health</b></p>	<p>A clear behaviour policy is in place with graduated response Praise and reward systems in place appropriate to Key Stage Reward charts Classroom rules and responsibilities are visually displayed Visual timetables and schedules/ Talking partners Values embedded in the curriculum Friendship Stop Playtime resources and equipment Assemblies that focus on specific issues/values Differentiated expectations of ability Multi-sensory teaching Circle time/Reflection time PSHE Resources In class teaching assistant support School staff training e.g. Positive Touch</p>	<p>Social skills groups Circle of friends and Time to Talk programmes Lunch time and buddy support Peer Mediators Lunchtime nurture clubs/Social skills groups Transition planning and programme, social stories and passports Key staff monitoring (class teacher, SMT/SENDCo Support from Surrey Behaviour Advisory Service Time out strategies e.g. sand timers</p>	<p>Access to CAMHS ( Child and Adolescent Mental Health Service), Surrey Young Carers, Home School Link Worker, Educational Psychologist, school mentor Use of personalised social stories and comic strip conversations 1:1 support e.g. for managing behaviour, developing social skills Behaviour Plans</p>