

Federation of Snape Community and Thornton Watlass C.E. Primary Schools
Wave Provision Map

Area of need	Wave 1 All pupils in an inclusive classroom	Wave 2 In addition to Wave 1, catch up programmes for some pupils	Wave 3 Plus for a few pupils individual specific targeted support
Cognition and Learning (including Dyslexia)	<ul style="list-style-type: none"> • Clarity of learning objectives and success criteria -shared/communicated to children • Positive ethos-merits; team points, star of the week, head teacher award, celebration worship • Emphasis on strengths-SEAL Assemblies, circle time • Differentiated curriculum planning with pupils needs in mind for next stage of learning <ul style="list-style-type: none"> ○ seating e.g. to best see, hear, concentrate, face the board ○ activities e.g. pace and variety of learning styles ○ delivery e.g. clear language and concepts, questioning ○ various recording methods e.g. cartoon strip, recording sheets, story boards, post it notes, whiteboards, dictation software, ICT • Use of visual and tangible aids, working wall, alphabet arc, word mat, wow words, fabulous phrases, super sentences, resources (eg use coloured backgrounds/overlays) • Photocopying on coloured paper, • Range of books for children high Interest, low reading age: Rising Stars • Real objects, signs, symbols, photographs, animation • Interactive strategies e.g. cards to hold up, whiteboards, hot Seating, writing frames • Modelling-teacher modelling, children as teacher, scaffolding techniques • Talk partners-telling instructions to a friend • Different writing materials • Resources e.g. word books/personalised dictionary, illustrated dictionaries/ thesaurus, spellcheckers. spelling mats • Multi-sensory approaches- VAK learning 	<ul style="list-style-type: none"> • Additional and different catch up programmes • Proof reading time – improvement to own work • 3LS- Sir Kits Quest • Booster classes eg SATs Y6 • Targeted in class TA support • Time to Talk • Targeted readers- phonically decodable • Better reading Support Partners • Cursive Handwriting – Speed Up! • Home access – Mathletics 	<ul style="list-style-type: none"> • 1:1 personalised support programme • Paired Reading • Precision teaching • Targeted individual in-class support from TA as appropriate • Dyslexia programme – Toe by Toe • Individual arrangements for SATs • Additional planning and arrangements for transition • External agency involvement • Wordshark • Reading Inference Programme • Memory activities

Self esteem ↑

Pupil participation ↑

Promoting Independence ↑

Self esteem

Pupil participation

Promoting Independence

	<ul style="list-style-type: none"> opportunities • Concrete materials for calculation, inc. Numicon • Access to ICT e.g. WORD, clicker (iPad) • Inclusive PE/games • Peer marking and peer assessment • Occasional in-class support from TA • Guided reading, writing and number • Resources, support aids on tables • Extended schools • Pupil involvement/voice-School Council • Skill application, consolidation generalisation of skills • KIRFS • Cursive writing • Over learning • Simplistic language • Pre-prepared text • Highlighting specific features of text and VCOP 		
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Communication and Interaction (including Autistic Spectrum Disorder)	<ul style="list-style-type: none"> • Clear, succinct instructions • Clear signposting around classroom/school • Visual timetable • Key words and features of genres • Working Walls • Structured school and class routines • Different ways of explaining tasks • Opportunities to prompt and rehearse • Talk partners • Use of visual strategies to aid teaching and learning e.g. visual timetables • Non verbal symbols to aid comprehension e.g. gestures, tone of voice • Use of ICT as access strategy e.g. Clicker • SEAL/AFL • Prior warning of events -organisation • Differentiated planning • Child's personal inclusion passport • Home School Diary and Liaison • Time out cooling off area 	<ul style="list-style-type: none"> • In-class support with focus on supporting speech and language • ICT – Clicker • Ethos of support at playtime and unstructured time • Small group/short term specific interventions, e.g. 'Time to Talk', • Peer support activities, e.g. working with peer groups to enhance their own understanding. • SEAL • Sensory programme eg focus handwriting • Nurture/self esteem group 	<ul style="list-style-type: none"> • Speech and Language support • ICT – writing with symbols • Communication aids • Social Stories • ABC Charts-Antecedent Behavioural Consequences Chart and 1:1 discussion/time out • Regular and close contact with parents/carers • High level of 1:1 support (including at unstructured times) • Social Stories – assists individuals to develop greater social understanding • Support from Autism Spectrum Conditions Outreach Support Service (ASCROSS) and SLD Outreach Support Service – Dales School • Support from ECCDS • Transition books

Self esteem ↑
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 Pupil participation

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Emotional, Social, Behavioural	<ul style="list-style-type: none"> • Whole school behaviour policy • School Code of Conduct • PSHCE curriculum • Circle time • Buddy system • SEAL • Assemblies 	<ul style="list-style-type: none"> • Specific support structures across the school including pastoral support • Small group work <ul style="list-style-type: none"> ○ Circle time ○ Self-esteem ○ Social skills training ○ Anger management 	<ul style="list-style-type: none"> • Home-school record • External agency involvement • Behavioural Consequences Chart and 1:1 discussion/time out
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Sensory and Physical	<ul style="list-style-type: none"> • Staff aware of characteristics and appropriate support • Access to appropriate equipment e.g. writing slopes, pencil grips, LH writing board • Use of technology • Medical support/advice implemented <ul style="list-style-type: none"> • Quality first teaching with a multi-sensory approach to learning • Quality assessments that inform learning and provides a cognitive challenge • Context embedded learning, scaffold learning (building on prior knowledge and experience) • The use of visual, auditory and kinaesthetic methods • A structured environment that encourages independence in learning • Awareness raising for staff • Appropriate seating and work station • Encourage pupils to use aids, e.g. hearing aids, glasses • Ensure you have the pupil's attention before speaking • The use of additional time to allow for processing of information, formulating responses and completing tasks • Advanced planning and special participation arrangements for off site visits • Specialist arrangements to be made for 	<ul style="list-style-type: none"> • Larger ICT keyboards • Additional fine motor skills practice e.g. handwriting • Small group work as appropriate 	<ul style="list-style-type: none"> • Individual support in class, during PE and lunchtime • 1:1 support • Teaching specific skills individually, inc. keyboard skills • Liaison with outside agencies e.g. re seating, moving • Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist • Specialist assessment of pupil's needs

↑ Promoting Independence
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Self esteem

Pupil participation

	<p>tests and exams</p> <ul style="list-style-type: none"> • Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment 		
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More Able Gifted and Talented	<ul style="list-style-type: none"> • Creative, broad, and balanced curriculum • Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do • Pupil involvement in designing and directing their own learning • Personalised and differentiated teaching and learning • Higher order pupil and teacher questioning • Talk Partners/open ended talk • Open ended problems • Peer assessment & self assessment • SEAL 	<ul style="list-style-type: none"> • Flexible groupings across school • Directed to leadership roles/responsibilities • Special projects/events eg visits, Cluster G&T days, planning for open days etc 	<ul style="list-style-type: none"> • Opportunities to take on a modelling/teaching role e.g. P.E, • 1:1 personalised teaching

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