



School Offer by Areas of Need

WAVE 1 - Universal Core Provision and Quality First Inclusive Teaching	
<p>Cognition and Learning</p> <ul style="list-style-type: none"> ▪ High quality teaching is differentiated curriculum for individual pupils ▪ Regular tracking of outcomes ▪ One full time teaching assistant in each class throughout the school ▪ Higher Level teaching assistants (HLTA) in every year group ▪ Working walls present in all classrooms ▪ Easy access to classroom resources to support learning e.g. dictionaries, computer, practical maths resources, help desks ▪ Ideas sent home for 'home learning' ▪ Multi-sensory teaching ▪ Handwriting programme in place ▪ Reward systems for effort and achievement ▪ Reward system for home learning 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> ▪ High quality teaching is differentiated curriculum for individual pupils ▪ Structured school and classroom routines ▪ Visual timetables to support day to day routines ▪ Visuals used to support understanding ▪ Social Stories used to support learning and interactions ▪ Colourful semantics used in EYFS and KS1 for whole class teaching
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> ▪ Behaviour policy that is transparent to pupils and parents ▪ All staff are positive and nurturing ▪ Full time Nurture Leader available in the playground at beginning and end of day ▪ Nurture Team ▪ Classroom rules and contracts clearly displayed ▪ weekly Aspire Assembly with focused theme for week ▪ Weekly Celebration Assembly linked to focused theme for week ▪ Access to multi-sensory teaching ▪ Lunchtime and peer support groups ▪ Governors cup – monthly award ▪ Reward systems for class time and playtime- Stay on Green ▪ Circle time and PSHE ▪ Regular monitoring 	<p>Physical / Sensory</p> <ul style="list-style-type: none"> ▪ High quality teaching is differentiated curriculum for individual pupils ▪ Flexible arrangements made to environment e.g. specific seating plan, pupils to be able to move at will to access lesson ▪ Differentiated curriculum delivery and output ▪ Staff aware of implications of sensory and physical impairments ▪ Availability of support resources e.g. pencil grips, triangular pencils, fiddle toys ▪ Availability of disabled toilets ▪ Wheelchair access across whole school ▪ Regular monitoring

In addition to wave 1 provision, the following is offered at Wave 2:

WAVE 2 –Enhanced and Targeted Short Term Intervention / Provision.	
<p>Cognition and Learning</p> <ul style="list-style-type: none"> ▪ Access to full time Teaching Assistants ▪ In class Maths and English catch-up programmes ▪ Higher Level teaching assistants (HLTA) in every year group ▪ Availability of additional / differentiated resources to support learning ▪ Additional support groups e.g. Developing Written Language skills, handwriting, fine motor development, social skills, Reading Support, ▪ Access to Specialist Teacher / Agency support services via referral with parental consent e.g. Learning and Language Support (LLS), Traveller Support, Educational Psychologist (EP) 	<p>Communication and Interaction</p> <ul style="list-style-type: none"> ▪ Access to full time Teaching Assistant in every class to support with specific targets ▪ Pre-teaching vocabulary e.g. topic, maths ▪ Use of visual aids ▪ Use of Makaton signing in Early Years ▪ Access to speech and language therapy assessment via referral process with parental consent ▪ Access to Specialist Teacher / Agency support services via referral with parental consent e.g. Learning and Language Support (LLS), ASD Outreach Support Service
<p>Social, Mental and Emotional Health</p> <ul style="list-style-type: none"> ▪ Access to Special Teacher / Agency support services via referral with parental consent e.g. Behaviour Support (BS), Educational Psychologist (EP), CAMHS (Child and Mental Health Service) ▪ Social Skills and Care Groups delivered by skilled staff ▪ Access to full time Nurture Leader for emotional support ▪ Part time Home School Link Worker working with identified families ▪ School links with other agencies and centres e.g. Grovelands Children Centre ▪ Play peers ▪ Employment of SEN Mid Meal Supervisors 	<p>Physical / Sensory</p> <ul style="list-style-type: none"> ▪ Use of identified specific resources to overcome barriers to learning e.g. radio aid ▪ Pre-handwriting / fine motor control programmes (OT “Fizzies” programme) ▪ Handwriting programmes- Think write ▪ Availability of additional / differentiated resources to promote independence and success e.g. Alpha-Smart Software (writing), Sensory Box ▪ Access to educational agency support services via referral process with parental consent e.g. Physical and Sensory Support Service (PSSS) and health professionals e.g. Physiotherapy, Occupational therapy (OT) for further advice and recommendations ▪ Additional support for dietary needs where necessary ▪ Additional support for toileting needs where necessary

In addition to wave 1 and 2 provision, the following is offered at Wave 3:

WAVE 3 - Personalised and Specialist Provision Meeting High Longer Term Needs	
A 'Person Centred Planning' approach to work out what support is required to ensure outcomes are met	
Cognition and Learning <ul style="list-style-type: none">▪ Additional classroom funding provided by LA to provide support as identified according to pupil need	Communication and Interaction <ul style="list-style-type: none">▪ Speech and language therapy provided by teaching assistant, in conjunction with speech and language therapist, according to pupil need.▪ Access to health professionals e.g. speech and language therapist, as identified per child▪ Access to 'language and communication teaching assistant' as identified per child through agency support▪ Additional planning and arrangements for transition
Social, Mental and Emotional Health <ul style="list-style-type: none">▪ Additional playground and or classroom funding provided by LA to provide support as identified according to pupil need	Physical / Sensory <ul style="list-style-type: none">▪ Access to health professional e.g. physiotherapy, occupational therapy as identified per child