

# Waves of Provision

The range, type and intensity of provision (resources, support and interventions) is graduated and will depend on a child's identified need(s) e.g. action will become more individualised to meet increasing need but may also be reduced as a child makes progress. This is known as *The Wave Model*, described below for each area of special educational need:

## COMMUNICATION AND INTERACTION

<p><b>C&amp;I Wave One – Quality First Teaching</b></p> <p><b>UNIVERSAL PROVISION</b></p>	<p>Visual timetable of the day ahead, individualised when needed.</p> <p>Children are prepared for changes in routine.</p> <p>Staff use simple, clear instructions.</p> <p>Minimise use of abstract language.</p> <p>Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card).</p> <p>Instructions broken down into manageable chunks and given in the order they are to be done, supported by visuals as needed.</p> <p>Activities planned to take account of the children's speech and language difficulties.</p> <p>Modelling of appropriate language/responses.</p> <p>Games to improve language skills e.g. memory games, vocabulary games.</p> <p>Effective use of extra adults in the classroom.</p> <p>Speaking and listening activities.</p>
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	<p>Checking understanding – encourage children to re-tell/re-phrase story or text.</p> <p>Teachers to use the child’s name on occasions to aid re-focussing.</p> <p>Opportunities for children with sensory perceptual differences to be seated in the best available area i.e. away from distractions, at the front of the class, away from displays and windows.</p> <p>All staff made aware of particular needs – e.g. strategies to support pupils with ASD.</p> <p>Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play.</p> <p>Access to a quiet, distraction free work station if needed.</p> <p>Pre-teaching of subject vocabulary.</p>
<p><b>C&amp;I Wave Two – SEN support</b></p> <p><b>ADDITIONAL/ENHANCED SUPPORT</b></p>	<p><i>In addition to provision as described in Wave 1 above:</i></p> <p>Targets identified with the child – ILP (Individual Learning Plan) based on special educational needs.</p> <p>Small group work to teach specific social interaction skills and social use of language.</p> <p>Use of Social Stories to explain or prepare for situations and the appropriate responses required.</p> <p>Curriculum delivery modified to accommodate reluctance to accept adult direction.</p> <p>Specific use of visual communication systems (e.g. visual timetable, visual agenda, Now and Next boards).</p>

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	<p>Adaptations made to include use of key wording and pre-teaching to introduce, teach and reinforce specific vocabulary and concepts, including specific subject vocabulary.</p> <p>Simplification and repetition of instructions, use of gesture and symbols required for effective teaching and learning.</p> <p>Differentiation of spoken and written language, activities and materials in class including use of ICT.</p> <p>Approaches to build understanding of abstract and figurative language.</p> <p>Children may require withdrawal from the classroom to a sanctuary at times of stress.</p> <p>Some additional adult support may be provided at unstructured times (e.g. break- times).</p> <p>Modification to the teaching environment to take account of sensory sensitivities.</p> <p>Evidence-based interventions for a minimum of two terms.</p> <p>Liaison with outside agencies when appropriate.</p>
<p><b>C&amp;I Wave Three – High need SEN</b></p> <p><b>PERSONALISED SUPPORT</b></p>	<p><i>In addition to provision as described in Waves 1 and 2 above:</i></p> <p>Teaching strategies which take into account specific difficulties with social understanding and the generalisation of skills.</p> <p>Advice/support from outside agencies to develop programmes, strategies and approaches in collaboration with school – referral to the Educational Psychologist and/or CAMHS.</p> <p>A structured language intervention with support to generalise taught skills may be devised by speech and language therapists.</p>

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Specialist Teachers of Inclusive Practice (STIPs) and the Surrey Outreach Service may be involved.

A consistent approach to multi-sensory communication, sensory profile and sensory diet.

Personalised social awareness and skills programmes.

Visual approaches to develop social understanding including comic strip conversations and Social Stories.

Adaptation of tasks to take account of preferred learning style e.g., planned strategies to ensure co-operation in less preferred areas of curriculum.

Targeted small group work to work within/outside class group as appropriate to support specific aspects of the curriculum.

Staff trained and skilled in responding to challenging behaviours.

Targeted programmes used to manage emotional and behavioural needs throughout the school day.

A secure, structured and safe learning environment.

A high level of adult support may be required.

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## COGNITION & LEARNING

<p><b>C&amp;L Wave One – Quality First Teaching</b></p> <p><b>UNIVERSAL PROVISION</b></p>	<p>Quality First Teaching or other appropriately differentiated curriculum to take account of individual needs.</p> <p>Classroom and whole school environment modified to take account of learning needs.</p> <p>Use of peer support systems across the school (e.g. peer mediators and playground buddy systems).</p> <p>Classroom groupings and seating arrangements which are used to facilitate learning. This may include planned collaborative/group work.</p> <p>Focused small group support for literacy and/or numeracy.</p> <p>Out of hours learning opportunities (e.g. homework clubs, lunchtime clubs etc.).</p> <p>Special arrangements in place for testing and assessments when required.</p> <p>Peer and adult support on ad hoc basis or limited targeted adult support which may include use of HLTAs, TAs and adult volunteers.</p> <p>Teaching children thinking skills and helping them to become aware of their own learning processes.</p> <p>Praising the child’s strengths and achievements so that self-esteem is maintained and enhanced.</p> <p>Careful consideration given to the use of language in the classroom and strategies to promote the learning of vocabulary.</p> <p>Use of visual resources to support understanding of information and concepts.</p> <p>Use of classroom display and resources, word banks/times tables mats/number lines and squares/topic vocabulary.</p>
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	<p>Visual aids e.g. laptops, keywords, visual timetable.</p> <p>Writing frames/time to think and discuss/learn from each other.</p> <p>Learning objectives which are given at beginning of each lesson.</p>
<p><b>C&amp;L Wave Two – SEN support</b></p> <p><b>ADDITIONAL/ENHANCED SUPPORT</b></p>	<p><i>In addition to provision as described in Wave 1 above:</i></p> <p>Targets identified with the child – ILP (Individual Learning Plan) based on special educational needs.</p> <p>Additional adult support may be required within a small group to provide a range of evidence based interventions and support approaches.</p> <p>Provide opportunities for reinforcement and consolidation – intervention groups/homework.</p> <p>Regular intervention sessions in small groups for Literacy/Numeracy/Reading/Key words/Phonics/Handwriting</p> <p>ICT to support presentation skills/reinforcement of learning.</p> <p>Individual arrangements made for seating and groupings to meet individual needs.</p> <p>Close home-school links are maintained, so that the school are aware of any changes in home circumstances that may impact on learning.</p> <p>Considering carefully the child’s learning styles and ensuring that this is reflected in the styles of teaching (e.g. use of multi-sensory teaching strategies).</p> <p>Flexible grouping strategies, including ones where the child can work with more able peers.</p>

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	<p>Increasing differentiation of activities and materials to ensure access to texts.</p> <p>Arrangements considered for pre-teaching new skills and concepts before the lesson including identifying and pre-teaching subject specific vocabulary, supported with visuals as appropriate.</p> <p>Staff trained in working with children with specific needs.</p> <p>Staff skilled in breaking down skills into finely detailed steps.</p> <p>Delivering instructions in short chunks and checking for understanding, giving the child time to process language and respond.</p> <p>Where appropriate explicit teaching of study skills, collaborative learning approaches, listening skills, strategies for homework, etc.</p> <p>Small group support to implement highly structured personalised reading and/or spelling programmes on a daily basis.</p> <p>Use of approaches which involve children in explicit monitoring and feedback about progress e.g. Precision Teaching.</p> <p>Staff to provide strategies to aid organisation.</p> <p>Liaison with outside agencies when appropriate.</p>
<p><b>C&amp;L Wave Three – High need SEN</b></p> <p><b>PERSONALISED SUPPORT</b></p>	<p><i>In addition to provision as described in Waves 1 and 2 above:</i></p> <p>A structured and personalised learning programme.</p> <p>Help in understanding ideas concepts and experiences when information cannot be gained through first hand sensory or physical experiences. Help to connect and generalise concepts e.g. colourful semantics, mind mapping.</p>

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	<p>Providing for alternative means access to tasks involving reading and writing e.g. reading pens, recording devices, scribes, paired working, computer software, coloured overlays.</p> <p>Access to ICT and to specialist equipment and materials as necessary e.g. Clicker 7.</p> <p>Intensive support in one or more curriculum areas by supporting adults.</p> <p>Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school, for example: Specialist Teachers of Inclusive Practice (STIPs), Education psychologist, CAMHS, Occupational Therapy.</p>
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### SOCIAL, EMOTIONAL AND MENTAL HEALTH

<p><b>SEMh Wave One – Quality First Teaching</b></p> <p><b>UNIVERSAL PROVISION</b></p>	<p>Classroom and whole school environment modified to take account of social and emotional needs.</p> <p>Consistent behaviour management by all staff including regular reinforcement of positive behaviours.</p> <p>Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties.</p> <p>Use of peer support systems across the school for example peer mediators, playground buddy systems.</p> <p>After school homework and other clubs.</p> <p>House points, dojos and class reward systems promoting learning behaviour e.g., certificates, celebration assemblies.</p>
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	<p>Whole school rules and Class Charters to reinforce expectations.</p> <p>Regular teaching of rich PSHE curriculum.</p> <p>Behaviour support logs.</p> <p>Open door policy.</p> <p>Access to school pets.</p> <p>Mindfulness activities and movement breaks in class.</p> <p>Growth Mind-set explicitly taught and modelled by staff.</p> <p>Access to a quiet, distraction free work station if needed.</p> <p>All staff trained in understanding children's mental health.</p> <p>Access to small group interventions such as Read 2 Dog, Garden Therapy, Therapeutic Storywriting, Mindfulness.</p>
<p><b>SEMH Wave Two – SEN support</b></p> <p><b>ADDITIONAL/ENHANCED SUPPORT</b></p>	<p><i>In addition to provision as described in Wave 1 above:</i></p> <p>Targets identified with the child – ILP (Individual Learning Plan) based on special educational needs.</p> <p>Modifications to the classroom and whole school environment to take account of individual needs.</p> <p>Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc.</p>

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Additional adult support may be required within a small group to develop social skills and emotional awareness (ELSA).

Structured activities to develop specific social skills.

Break and/or lunchtime support to engage in supported activities with peers.

A cumulative reward system, separate from sanctions, such as a reward chart.

Planned small group work where strategies for managing anger or conflict can be discussed and role played.

Home-School behaviour communication system/proud book.

Awareness of pupils' individual needs shared across staff team, as appropriate.

Enabling the child to share control through child led activities.

Providing a calm/fidget box.

Monitor during unstructured times – provide intervention strategies.

5 point scale to support emotion regulation.

Timed activities with the use of visual prompts and reminders e.g. good sitting/ listening.

Activities which are broken into small achievable tasks e.g. Now and Next board. Activity breaks within tasks.

Reduced level of language used with child when presenting with anxiety.

Liaison with outside agencies when appropriate.

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	<p>Use of Social Stories to explain or prepare for situations and the appropriate responses required.</p> <p>Use of Comic Strip Conversations to unpick incidents and help explore others' points of view.</p>
<p><b>SEMH Wave Three – High need SEN</b></p> <p><b>PERSONALISED SUPPORT</b></p>	<p><i>In addition to provision as described in Waves 1 and 2 above:</i></p> <p>Additional planning and arrangements for transition (Year group to year group/school to school) – links with feeder schools in the area.</p> <p>Revised timetables/adapted curriculum.</p> <p>Child/young person may attend an in-school support centre either full time, during periods of stress, or on the basis of withdrawal from lessons which are particular trouble spots.</p> <p>May require adult supervision for individual programmes - to develop social and emotional skills throughout the school day.</p> <p>Advice from professionals, for example Educational Psychologist, SALT, Specialist Teachers for Inclusive Practice, if not already sought.</p> <p>Referral to CAMHS.</p> <p>Monitored by EWO if relevant.</p> <p>Access to specialist services through CAMHS or EHCP.</p>

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## SENSORY AND PHYSICAL

<p><b>S&amp;P Wave One – Quality First Teaching</b></p> <p><b>UNIVERSAL PROVISION</b></p>	<p>Flexible teaching arrangements e.g. seating, teaching resources.</p> <p>School Medical plans.</p> <p>Readily available resources e.g. pencil grips, pencils, steps, slope boards, wobble cushions, fiddle toys.</p> <p>Environmental audit of school.</p> <p>Class teacher briefings and handovers.</p> <p>Informed staff – who are given regular updates on changes.</p> <p>Movement breaks.</p> <p>Adapted resources such as large font, coloured paper.</p> <p>Equipment and resources as recommended by Sensory Support Team and/or health professionals where applicable.</p>
<p><b>S&amp;P Wave Two – SEN support</b></p> <p><b>ADDITIONAL/ENHANCED SUPPORT</b></p>	<p><i>In addition to provision as described in Wave 1 above:</i></p> <p>Targets identified with the child – ILP (Individual Learning Plan) based on special educational needs.</p> <p>Allowing extra time to complete tasks.</p> <p>Leaving lessons early to avoid congestion in the corridors.</p> <p>Monitoring safety in practical lessons and PE sessions/risk assessments.</p>

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	<p>School Medical Care Plans.</p> <p>Opportunities for developing touch typing.</p> <p>Intervention sessions in small groups for handwriting and other fine motor skills.</p>
<p><b>S&amp;P Wave Three – High need SEN</b></p> <p><b>PERSONALISED SUPPORT</b></p>	<p><i>In addition to provision as described in Waves 1 and 2 above:</i></p> <p>Specialist equipment.</p> <p>Adapted materials for children with sight difficulties.</p> <p>Advice and support from an Occupational Therapist.</p> <p>Advice and strategies for all staff.</p> <p>Access to specific resources.</p> <p>Minor modifications to buildings e.g. ramps/toilets/car parking.</p> <p>Use of ICT.</p>