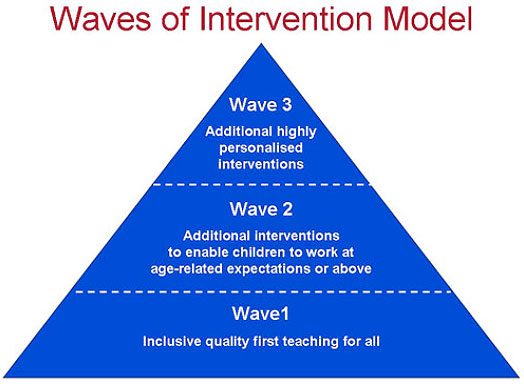
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**A graduated approach**: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

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

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| **Wave 1** | **Wave 2** | **Wave 3** |
| 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. | 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. | 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. |

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

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| **Cognition and Learning** | **Communication and Interaction** | **Sensory and Physical** | **Social, Emotional and Mental Health** |
| Cognition is the umbrella term for a child’s learning skills. It is their ability to process information, reason, remember and relate. | Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language. | There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.  Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.  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. | 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.  These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. |

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| **Cognition and Learning** | | |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planning  Pitched questioning  Modelling of skills  High expectations  Success criteria  1:1 and group reading  Guided writing  Visual dictionaries  Word mats  ICT to support learning  Writing frames  Numicon  Learning displays  Challenge tasks  Support from Teaching Assistant  Different learning styles are adopted  Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD)  Specific Learning Disorders e.g. Dyslexia (SpLD)  Next steps in marking(www)  All children's progress and attainment is assessed and tracked throughout the year | Top Marks Maths  SPaG group(Spelling,Punctuation and Grammar)  Paired Reading  Reading Plus  Systematic Synthetic Phonics Groups    Developing Written Language Skills  Developing Phonological Awareness  Developing Written Language Skills  Task boards to break down tasks into manageable chunks  Precision Teaching  Pre-teaching of vocabulary | Intense (1:1) support in core and foundation subjects  Individualised Highly Focused Curriculum to support learning |
| **Communication and Interaction** | | |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planning  Modelled speech/language  Modelled Interaction  Targeted questioning  Talking partners  Group work  Whole class circle time  Class visual aids and prompts  Visual timetables  Key words/word banks  Drama activities  Sequencing activities  Additional processing time  Simplified Language  A range of questions used so children develop and give better answers  Opportunities for individual, pair, group or whole class working  Regular communication through informal and formal meetings eg.parent’s evening  Class and special assemblies  Role play and Drama | Pre-teaching of vocabulary  Nurture group (social skills & self-esteem)  Communication book activities | Individual visual timetables  Individual visual communication system  Targeted work from Speech and Language  therapy  Language for Thinking (1:1)  Targeted work from Learning and Language  (LLS) support  ASD Outreach support |

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| **Sensory and Physical** | | |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planning  Adaptions to the classroom (when appropriate)  Fine motor skill activities such as: peg boards, putty, cutting etc.  Additional movement breaks  School building is accessible for all  Classrooms have age appropriate furniture and environments  Visual prompts, pictures and ICT used appropriately to aid learning  High quality resources are readily available, organised to enable independence  Seating plans or group tables are used  Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning  Outdoor learning opportunities | Use of specialist equipment  Pencil grips  Coloured overlays  Sloping boards for desks  Adapted cutlery  Fidget kits  Gross motor programmes  Balance boards  Trim trail  Fine motor programmes  Write from the start  Large keyboard for computer work | Individual work station  Social stories  Targeted work from Occupational Therapy,  Visual Team and Habilitation Team  ICT program to develop keyboard skills |
| **Social, Emotional and Mental Health** | | |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planning  Whole school behaviour policy  School & class rules  PSHE planned lessons using SEAL  Whole school assemblies  Class circle time  Talking partners  Class visual timetable  Golden time  Visual reward systems  House point system  Time out  Timers & stress relievers  Emotion/social resources  Positive touch  praise and high expectations  Whole class behaviour charts e.g. house points  certificates  Class Monitors, School council  Fiddle objects | Nurture group (social skills & self-esteem)  Conversation group  Individual reward system & behaviour logs  Additional support at playtime (break time and lunchtime clubs)  Transition support  Involvement from the Home School Link Worker (HSLW) | Drawing and Talking Programme  Individual work station  Individual social stories to teach specific social skills  Targeted work from –Visual Support, Speech and Language, Habilitation |