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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 planningPitched questioningModelling of skillsHigh expectationsSuccess criteria1:1 and group readingGuided writingVisual dictionariesWord matsICT to support learningWriting framesNumiconLearning displaysChallenge tasksSupport from Teaching AssistantDifferent learning styles are adoptedStrategies 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 MathsSPaG group(Spelling,Punctuation and Grammar)Paired ReadingReading PlusSystematic Synthetic Phonics Groups Developing Written Language SkillsDeveloping Phonological AwarenessDeveloping Written Language SkillsTask boards to break down tasks into manageable chunksPrecision TeachingPre-teaching of vocabulary | Intense (1:1) support in core and foundation subjectsIndividualised Highly Focused Curriculum to support learning |
| **Communication and Interaction** |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningModelled speech/languageModelled InteractionTargeted questioning Talking partnersGroup workWhole class circle timeClass visual aids and promptsVisual timetablesKey words/word banksDrama 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 workingRegular communication through informal and formal meetings eg.parent’s evening Class and special assemblies Role play and Drama | Pre-teaching of vocabularyNurture group (social skills & self-esteem)Communication book activities | Individual visual timetablesIndividual visual communication system  Targeted work from Speech and Languagetherapy Language for Thinking (1:1)Targeted work from Learning and Language (LLS) supportASD Outreach support  |

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| **Sensory and Physical**  |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningAdaptions to the classroom (when appropriate)Fine motor skill activities such as: peg boards, putty, cutting etc.Additional movement breaksSchool building is accessible for allClassrooms have age appropriate furniture and environmentsVisual prompts, pictures and ICT used appropriately to aid learningHigh quality resources are readily available, organised to enable independenceSeating plans or group tables are usedLesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioningOutdoor learning opportunities | Use of specialist equipmentPencil gripsColoured overlaysSloping boards for desksAdapted cutleryFidget kitsGross motor programmesBalance boardsTrim trailFine motor programmesWrite from the startLarge keyboard for computer work | Individual work station Social storiesTargeted work from Occupational Therapy,Visual Team and Habilitation TeamICT program to develop keyboard skills |
| **Social, Emotional and Mental Health**  |
| **Wave 1** | **Wave 2** | **Wave 3** |
| Differentiated curriculum planningWhole school behaviour policySchool & class rulesPSHE planned lessons using SEALWhole school assembliesClass circle timeTalking partnersClass visual timetableGolden timeVisual reward systemsHouse point systemTime outTimers & stress relieversEmotion/social resourcesPositive touchpraise and high expectationsWhole class behaviour charts e.g. house pointscertificatesClass Monitors, School council Fiddle objects | Nurture group (social skills & self-esteem)Conversation groupIndividual reward system & behaviour logsAdditional support at playtime (break time and lunchtime clubs)Transition supportInvolvement from the Home School Link Worker (HSLW) |   Drawing and Talking ProgrammeIndividual work stationIndividual social stories to teach specific social skillsTargeted work from –Visual Support, Speech and Language, Habilitation |