







The Echelford Primary School Wave 1, 2 and 3 provision

	Wave 1 Definition Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
<p>Cognition and Learning</p> 	<ul style="list-style-type: none"> • Differentiation across the curriculum • All pupils set appropriately challenging targets using a 'next step' approach • Differentiated delivery • Accurately paced lessons • Talk partners • Visual timetables • Writing frames • Written and spoken instructions presented in a way that enables all pupils to access the curriculum • Group/paired learning • In class teaching assistant support • Guided teaching • Specialist equipment • Dialogic teaching • Verbal and written feedback • The curriculum is relevant and exciting with curriculum weeks woven throughout the year where learning is cross curricular. • A range of questioning strategies are used to encourage deeper thinking • Displays • Personalised learning approaches are used • Children have access to a wide range of relevant resources that are suitable for their individual needs 	<ul style="list-style-type: none"> • A teaching assistant in every class 5 mornings a week • Additional teaching assistant in classes where a higher level of need is identified during some afternoons • Withdrawal of groups of children who need extra literacy or numeracy support • Multi-sensory spelling groups • Support and advice for Learning and Language • Pupils placed on provision map • An Enhanced Profile is developed 	<ul style="list-style-type: none"> • 1:1 support for literacy and maths following specially designed programmes • Additional planning and arrangements for transition • Individual arrangements for SATs • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Pathway planning towards EHC Plan

	<ul style="list-style-type: none"> • Children self-assess their own learning and plan their next steps. • Multi-sensory learning styles are taken into consideration • Accessible resources • Pupils develop a One Page Profile 		
<p>Communication and Interaction</p> 	<ul style="list-style-type: none"> • Next steps are displayed and referred to in every lesson • Teacher modelling • Visual prompts used • Class visual timetable used in every classroom • Seating plans are carefully considered to promote learning • Verbal and written feedback • Talk partners • Key vocabulary is clearly displayed • Home/school reading record • Parent/teacher contact each morning and evening if necessary as children are collected and delivered to the door by the teacher each day. • Word/mind maps are used at the beginning of new topics • Non-verbal gestures • Structured routines • Instructions are delivered clearly and reiterated where necessary so all children understand • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • In class TA to aid the delivery of enhanced provision targets • Visual aids • Language and vocabulary groups • Support from Learning and Language support/speech and language therapist where needed • Pupils placed on class provision map • An Enhanced Profile is developed 	<ul style="list-style-type: none"> • Pupils given a pupil passport where necessary which details areas of need, targets and support needed Support and advice from Learning and Language support/speech and language therapist where needed • Individually tailored language and vocabulary support • Pathway planning towards EHC Plan
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Teachers understand the implications of sensory impairment • Suitable furniture and space • Easy to access resources • Classroom layout and positioning of pupils are 	<ul style="list-style-type: none"> • Surrey occupational therapy resource pack used throughout the school where a need arises • Handwriting fine motor programmes run 	<ul style="list-style-type: none"> • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Support with specialist

	<p>carefully considered to ensure safety and access for all</p> <ul style="list-style-type: none"> • Appropriate resources are used to support needs such as wobble cushions, pencil grips, writing slopes etc. • ICT is appropriately used to support needs • Activate is used in every class to ensure movement breaks • Multi-sensory teaching • Circle time and SEAL • In class teaching assistant support • Ground floor disabled access • Pupil toilets available on each floor • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • Occupational therapy sessions run where needed • Physiotherapy sessions run where needed • Touch typing programmes • Radio aid systems used in relevant classes • Scene eye equipment used where necessary • Pupils placed on class provision map • An Enhanced Profile is developed 	<p>equipment</p> <ul style="list-style-type: none"> • Additional planning arrangements for transition • Pathway planning towards EHC Plan
<p>Social, Emotional and Mental Health</p> 	<ul style="list-style-type: none"> • Stay on Green behaviour policy based on restorative principles • Restorative approach to resolving conflicts and problem solving • Class reflection areas • Visual timetables • Talk partners • Non-verbal gestures • Verbal and written feedback • Assemblies that promote values • PSHCE • Circle time • In class teaching assistant support • Differentiated expectations of ability • Multi-sensory teaching • Activate to provide planned movement breaks • Pupils develop a One Page Profile 	<ul style="list-style-type: none"> • Social, communication groups are run where needs are identified • Play therapy provided for pupils where identified • Transition planning • Interventions monitored and reviewed on an on-going basis • Pupils placed on class provision map • An Enhanced Profile is developed • Behaviour charts 	<ul style="list-style-type: none"> • Support from Home School Link worker and Home school mentor • Behaviour plans • Pupils given a pupil passport where necessary which details areas of need, targets and support needed • Individually tailored behaviour support • Additional planning arrangements for transition • Pathway planning towards EHC Plan
<p>This document provides an outline of the current provision at Echelford Primary School. The Wave 1 provision is delivered by all class teachers</p>			

and is closely monitored and supported by subject leaders, senior leaders and the inclusion manager. The Wave 2 and 3 provision is targeted for pupils who are identified through our on-going assessment process. Children who receive this provision will be placed on the class provision map and monitored closely. This information will be shared with parents and carers at parent consultation meetings or at other points when necessary. The Wave 2 and 3 provision will change depending on the needs of the children.