

Provision Map of Wave 1, 2 and 3 support

St Mary's CofE Primary School

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Wave 1 UNIVERSAL – This is the level of support that every child in school has access to where necessary

Wave 2 SCHOOL AND SPECIALIST SEN SUPPORT – This is the level of support that children receive if they need additional help which is not met by wave 1 support.

There is a wide range of support available at wave 2 which covers cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical needs. Some children may need a low level of additional support e.g. a 6 week intervention to help them catch up in an area of the curriculum or they may be accessing a high level of Wave 2 support which may mean an application is made for an Education and Health Care Plan (EHCP) so that they can access wave 3 support.

Wave 3 STATUTORY ASSESSMENT – This is the level of support that children with an Education and Health Care Plan receive. It is possible that some children at Wave 2 may be receiving some of the wave 3 support in exceptional circumstances.

Area of Difficulty	All pupils where appropriate Wave 1	Additional support which is not met by wave 1 Wave 2	EHCP Wave 3
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome. Use of a range of visual aids/modelling Visual timetables Support from TA within the class: to support the children's independent learning – task boards, writing frames, understanding of task, small group work Modified environment e.g. focus zone Building Learning Power MindUp	As for Wave 1 plus: 1:1 support (in specific areas e.g. daily reading) 1:1 tutoring (for pupil premium pupils) Precision Teaching Small group work/intervention e.g. rapid reading, success@arithmetic, sentence adventure Increasing differentiation (personalised learning programme) Pre-teaching Access to specialised equipment e.g. laptop for writing	As for Wave 1 and 2 plus: Highly differentiated curriculum High level of in class support Annual review process and monitoring Individual costed provision map Individual Support Plan

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		Access to specialist services e.g. LLS, Educational Psychologist	
Communication and Interaction (includes those with Autistic Spectrum Disorder ASD)	Differentiated curriculum planning, activities, delivery and outcome. Visual timetables Support from TA within the class: to support the children's independent learning – task boards, writing frames, understanding of task, small group work Differentiated use of language in classroom Visual support Modified environment e.g. safe space, wobble cushion Preparation for routine change BLP MindUp	As for Wave 1 plus: Speech and Language programme Specific speech and language strategies to be used in class Specific teaching of social skills (playzone, ELSA, Learning Mentor) Social stories and comic book conversations Staff trained in challenging behaviour Support for transition between tasks e.g. now and next Access to safe space Additional brain breaks Access to specialist services e.g. Linden Bridge ASD Outreach, Speech and Language Therapist	As for Wave 1 and 2 plus: Regular input from speech therapist Daily speech therapy Staff trained and skilled in teaching children/young people with significant communication and interaction needs Staff trained and skilled in responding to very challenging behaviours Individual costed provision map Individual Support Plan
Social, Emotional and Mental Health	Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties Consistent behaviour management by all staff including regular reinforcement of positive behaviours. Visual timetables Reward systems Positive praise BLP MindUp	As for Wave 1 plus: Access to Learning Mentor/Emotional Literacy Support Assistant Personal targets, regular meetings to allow the child to express concerns Access to safe space Adapted timetable Access to resources such as fidget toy, wobble cushion Break or lunchtime support Calm and consistent approaches in place to manage behaviour by all staff	As for Wave 1 and 2 plus: 1:1 support as appropriate Regular access to Learning Mentor/ELSA Staff trained and skilled in supporting children with exceptionally challenging behaviour A highly modified learning environment Individual costed provision map Individual Support Plan

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		<p>Awareness of pupils' individual needs shared across staff team, as appropriate</p> <p>Activities broken into achievable chunks</p> <p>Reduced language at times of anxiety</p> <p>Access to specialist services e.g. CAMHS, Behaviour Support</p>	
<p>Sensory and Physical</p>	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Support from TA within the class: to support the children's independent learning – task boards, writing frames, understanding of task, accessing resources and equipment etc.</p> <p>Movement breaks to support learning where necessary</p> <p>Equipment and resources as recommended to support access</p> <p>Reasonable adjustments made to ensure access to curriculum and environment</p> <p>Classroom positioning requirements to enhance access</p>	<p>As for Wave 1 plus:</p> <p>Sensory resources</p> <p>Occupational Therapy resource pack</p> <p>Access to specialist services e.g. PSS, OT, Physio</p> <p>Follow programme from specialist service</p> <p>Opportunities for rest</p>	<p>As for Wave 1 and 2 plus:</p> <p>Occupational Therapy</p> <p>Physiotherapy</p> <p>Equipment arrangements</p> <p>Adapted resources</p> <p>AAC</p> <p>Adapted environment</p> <p>Adapted curriculum to allow access e.g. scribe</p> <p>Sensory breaks from the classroom</p> <p>Individual costed provision map</p> <p>Individual Support Plan</p>

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