



Waves of Teaching and Learning

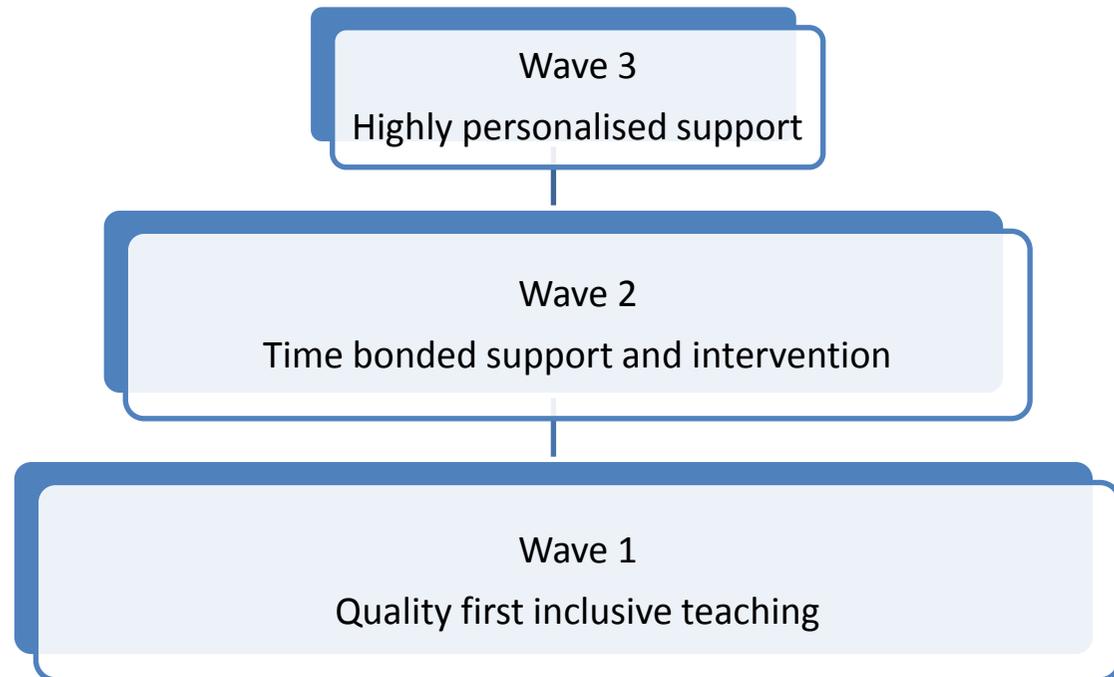
Our provision map is arranged in three 'waves' of teaching as outlined in the diagram below.

The SEND Code of Practice (2015) states that: *'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people'*. This is the Quality First Teaching labelled as Wave 1.

Schools are required to *'adopt a graduated approach with four stages of action: assess, plan, do and review'*. If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a time bonded intervention i.e. Wave 2. If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered.

After one or more cycles of review it may be found that the child requires more individualised support at Wave 3. This support package may be set by a specialist professional, external to the school.

Further details regarding our school's process for the identification and support of those with SEND can be found in the school's SEND Information Report.



Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children.

<p>Curriculum</p> <p>Broad and balanced curriculum Exciting topics with opportunities to be creative and investigative Effectively-planned, differentiated lessons Flexible teaching arrangements e.g. seating, teaching resources Use of multi-sensory approaches (visual, auditory, kinaesthetic) Focus on developing and 'overlearning' of core knowledge: phonics, sight words, times tables Assemblies, trips and visitors to school Enrichment WoW! days linked to topics</p>	<p>Pastoral</p> <p>Inclusive community ethos which celebrates diversity Encouraging and nurturing philosophy based on a culture of values: Kindness, Respect and Responsibility Classroom rules are displayed and referred to with high expectations of behaviour and effort including 'behaviours for learning' Promotion of 'Growth Mindset' towards learning and life Staff work to foster relationships with children and parents/carers School Council to promote pupil voice Regular pupil questionnaires Regular opportunities to share work and achievements in class and through whole-school celebration assemblies</p>
<p>Staffing</p> <p>Fully qualified Teachers for every class Skilled and accredited Teaching Assistants and Higher-Level Teaching Assistants Skilled extra-curricular club leaders (school based and external providers) Regular training and updates for staff on SEND</p>	<p>Environment</p> <p>Classrooms are organised to encourage independence Visual timetables are displayed and updated in each class Learning prompts are displayed on classroom walls Children's work is displayed throughout the school Classroom 'noise monitoring' strategies Seating arrangements considered in all teaching areas Well organised classrooms with named trays and coat pegs (Early Years to Year 3) and allocated lockers (Year 4 to Year 6).</p>
<p>Assessment and Feedback</p> <p>Attainment and progress of all children assessed and tracked throughout the year Verbal feedback and quality first marking informs children of their next steps Opportunities for pupil self and peer assessment - DIRT (Dedicated Improvement Reflection Time) Individual targets are set for all pupils in core curricula Good communication with parents through informal e.g. at collection time, and formal means e.g. at parent's consultation evenings</p>	<p>Resources</p> <p>Drinking water for hydration to optimise learning Maths resources such as 100 squares, dice, number lines, diennes Visual timetables in classrooms Learning resources such as writing prompts and word banks ICT Resources e.g. iPads, sound buttons, cameras, microphones Use of tinted backgrounds on interactive whiteboards to reduce visual stress Varied outdoor areas including trim-trails, sandpit, garden beds, exploration areas, sheltered areas and the field</p>

Wave 2 - Time bonded support and intervention

Wave 2 is specific, additional and (mostly) 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. In some cases we may take advice from outside agencies to enable us to target the support for children at Wave 2. A Pupil Learning Plan may be put in place.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<p>Writing intervention groups</p> <p>Phonics intervention group</p> <p>Maths intervention group</p> <p>In-class support from TAs, facilitating independence</p> <p>Specialist teaching assistants – learning and language support, reading mentor and precision teaching specialists.</p> <p>Additional time allocated to pupils to complete tasks</p> <p>Use of dyslexia friendly resources eg. Ace Dictionaries, reading books with tinted pages, access to electronic spell-checking devices.</p>	<p>Advice from Top-up Surrey Speech and Language Therapy (SaLT) Service</p> <p>Use of Social Stories</p> <p>Use of symbols</p> <p>Speech production activities</p> <p>Language development activities</p> <p>In-class support from TAs, facilitating independence</p>	<p>Lunchtime clubs to promote confidence</p> <p>Individual and group reward systems</p> <p>Emotional Literacy Support Assistant (ELSA) intervention – regular ‘catch ups’ and light touch support.</p> <p>Support from Home School Link Worker to support emotional well-being</p> <p>A whole school community ‘zero tolerance’ approach to bullying; regular teaching and learning about bullying, its forms and how to report.</p>	<p>Play Supporter to encourage involvement in physical activities at lunchtime</p> <p>Handwriting intervention programmes</p> <p>Fine motor skills activities</p> <p>Gross motor skills activities</p> <p>Adapted resources such as pencil grips, seat wedges, or ‘Chewellery’</p> <p>Use of tinted ‘reading rulers’ or coloured paper to reduce visual stress.</p> <p>Use of enlarged print or alternate print resources for children with visual impairment.</p> <p>In-class support from TAs, facilitating independence</p>

Universal Wave 2 approaches
Allowing extra time to complete tasks, breaking tasks down into small, manageable steps, providing additional opportunities to practise skills and concepts and opportunity for overlearning topics, differentiated approaches for Gifted and Talented pupils.

Wave 3 – Highly personalised Support

Wave 3 is individualised 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 specialist interventions, a higher level of staffing, or the involvement of outside agencies. A Pupil Learning Plan will be in place.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and Sensory
<p>Input, visits and assessment from educational psychologists and specialist outreach services such as Gosden House specialist school.</p> <p>Intensive and highly personalised programmes of precision teaching alongside accredited schemes for intervention in phonics, reading, writing and maths.</p> <p>In-class support from TAs, facilitating independence – potentially on a 1:2 or 1:1 basis.</p> <p>Structured programmes to enhance self-help skills e.g. study skills, active listening</p>	<p>Input, visits and assessment from Surrey Speech and Language Therapy (SaLT) Service and specialist outreach services such as Freemantles Autistic spectrum specialist school</p> <p>Use of Social Stories</p> <p>Use of symbols</p> <p>Speech production activities</p> <p>Language development activities</p> <p>In-class support from TAs, facilitating independence</p>	<p>Input, visits and assessment from Surrey Behaviour Support Service and advice and support from CAMHS</p> <p>‘Invite only’ lunchtime clubs to promote confidence</p> <p>Individual, personalised reward and sanction systems</p> <p>Support from Home School Link Worker (HSLW)</p> <p>Emotional Literacy Support Assistant (ELSA) intervention – weekly 1:1 sessions minimum; focus on personal and social</p>	<p>Input, visits and assessment from Surrey Physical and Sensory Support (PSS) Service – including advisory specialists for auditory and visual impairment</p> <p>Play Supporter to encourage involvement in physical activities at lunchtime</p> <p>Motor skills intervention programmes set by Occupational Therapy Service</p> <p>Advanced adapted resources and use of ICT including tablets and laptops</p>

	<p>Differentiated curriculum delivery e.g. simplified/minimal use of language, visual timetables, structured routines</p> <p>Differentiation and appropriate support for pupils with English as an additional language</p>	<p>education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution</p> <p>Behaviour policy adopted consistently throughout the school and monitored by SLT.</p> <p>Pupil 'Buddies' allocated to support more vulnerable pupils</p> <p>Differentiated learning to target learners' needs encompassing multi-sensory approaches</p> <p>Additional support for 'safety' teaching and learning for the most vulnerable pupils – including E-Safety.</p>	
<p>Universal Wave 3 approaches</p>			
<p>Home/School link books to share pupil progress from the day, end of year transition planning to support vulnerable pupils as they move up the school or onto secondary education, considerations for reduced timetables in special circumstances.</p>			

Current intervention packages used in school: (See SEND information report or SEND policy: Pol22 for further information).

The 'Rapid' scheme for phonics, reading and maths, 'Project CodeX', 'Toe by Toe', 'Tracks Spelling', 'Plus 1' / 'Power of 2', '5 Minute Box', 'Write From the Start', 'LetterJoin', Precision Teaching ,Pre-teaching.