

Provision Across Panshanger Primary School

FOUNDATION	KS1
KS2 – Lower	KS2 - Upper

• Area of Need: Cognition and Learning

For All as Appropriate - 'Wave 1'	Catch Up - 'Wave 2'	SEN - 'Wave 3'
<ul style="list-style-type: none"> • Differentiated planning, activities and delivery • Different teaching styles • Use of rhymes • Mnemonics for spelling or handwriting formation • Interactive whiteboards • Use of apparatus for more practical application • General support from an adult • Peer support • Use of learning objectives and success criteria • Marking relating to success criteria • Peer marking • Individual, group and class targets • Small group work • Paired work • Vocabulary lists • Bank of words • Writing frames • Dictionary and thesaurus • Pictures or cartoon strip instead of written prose • Cut and stick activities for labelling rather than writing own labels • Computer programs e.g. Clicker 5 - 2 Simple painting • Keywords displayed • Word wheels • Use of 100 square / individual and whole class, number lines, odd / even number line, posters / signs reinforcing knowledge e.g. 100cm = 1m • Class displays • Interactive displays • Specific apparatus areas • Labelled drawers • Labelled objects • Makaton signs used and displayed • Daily routine 	<ul style="list-style-type: none"> • Group Education Plans/ IEP's • Additional in class support from adults - CT, TA, student, parent • Additional use of apparatus • differentiated groups e.g. tracks/ differentiated spellings • Additional slots for reading • Reading games • Sorting and matching words • Y5 / Y6 Reading buddies • SENCO support in nursery for assessment • SENCO informal assessment • Handwriting 1:1 and groups • Fine motor skills groups • Gross motor skills groups. • Small group teaching for speech and language support. • Group photo's • Adult photographs • Small group teaching for EAL • ELS • Catch up plans for phonics. • Key words sent home. • Increased visual aids • Differentiated delivery • Withdrawal groups. • Use of ICT programs e.g. Clicker 5/ Easy keys • Booster Sessions 	<ul style="list-style-type: none"> • Involvement of outside agencies e.g. Educational Psychologist, Pre School Advisory service. Speech and Language • Individual Education Plans • Implementation of programmes developed by SENCO and/or outside professionals • One-to-one CA support • Makaton • Intensive literacy support • Daily individual reading • Intensive numeracy support • CAF / TAF • Individual Task List • Individualised curriculum • Use of lower case keyboard • Visual timetables - Individual

• Area of Need: Communication and interaction

FOUNDATION KS1
KS2 – Lower KS2 - Upper

For All as Appropriate - 'Wave 1'	Catch Up - 'Wave 2'	SEN - 'Wave 3'
<ul style="list-style-type: none"> • Differentiated planning, activities and delivery • Simplified language • Use of mnemonics or rhymes • Use of symbols e.g. smiley faces, thumbs up, pictures of objects for counting rather than numbers • Use of other visual aids and prompts • Sound systems • Modelling and demonstration • Structured school and classroom routines • School council • Visual Timetables 	<ul style="list-style-type: none"> • In class support from additional adults • Vocabulary extension • Small group sessions • Use of ICT 	<ul style="list-style-type: none"> • Liaison with speech therapists and implementation of programme • Makaton • Support from advisor for Autism • Use of ICT - <i>Widget</i> • One-to-one CA support • Visual timetable • CAF/TAF • <i>Sing-along signing</i> • <i>Expressions chart</i> • <i>'First and Then' board</i> • <i>Timers</i> • Visual prompts - <i>Visual Time tables and rewards</i> • <i>Writing with symbols/ pictures e.g. rules (ICT/ widget)</i> • <i>Pictures of adults around school</i>

• Area of Need: Emotional, Behavioural and Social

FOUNDATION KS1
KS2 – Lower KS2 - Upper

For All as Appropriate - 'Wave 1'	Catch Up - 'Wave 2'	SEN - 'Wave 3'
<ul style="list-style-type: none"> • Whole school behaviour policy • Blue respect book • Golden rules • Golden Time • Class rules • Reward systems e.g. Star of the Day, Worker of the Week, Reward Charts, Stickers • Use of parachute • Circle Time • Buddy groups • Sharing assembly • Worry box / confidential box • Class and school assemblies • Marking • Social stories • Protective Behaviours • SEAL Superstars • Crucial Crew 	<ul style="list-style-type: none"> • Group Education Plans/ IEP's • Small group circle time (Nursery) • Group reward systems • Individual 'Buddy' • Time away • Short tasks to develop fine motor control. 	<ul style="list-style-type: none"> • IEP's • Individual reward systems • Behaviour chart • One-to-one support from named adult • Pastoral plans • Pastoral support worker • Support from The Park ESC • CAF/TAF • Reminders for toileting • Carpet tiles for individual children • Cut up food/ special drinking cups • Timed 'Time Away' • Use of timer for activities. • Large keys keyboard • Foot rest • Individual speech therapy and language support by LSA • Social Stories • Art Therapy • Play Therapy

• Area of Need: Sensory and Physical

For All as Appropriate - 'Wave 1'	Catch Up - 'Wave 2'	SEN - 'Wave 3'
<ul style="list-style-type: none"> • Brain gym activities • Specific seating arrangements • Teacher aware of implications of sensory and physical impairment • Pencil grips • Differentiated PE equipment e.g. larger balls 	<ul style="list-style-type: none"> • Additional handwriting • Small group or 1 to 1 handwriting practice • Fine Motor skills • Gross motor skills • Handwriting homework • Modified resources e.g. scissors/ writing equipment • Double handled scissors. • Use of sensory materials to write e.g. paint, chalk, sandbox, chunky pens/ pencils, grips etc 	<ul style="list-style-type: none"> • Individual support in class during PE • Physiotherapy programme • Occupational therapy programme • Gross and fine motor skills programmes - • Individual support at break times • Individual support throughout the day • CAF / TAF • Adapted equipment e.g. smaller size (toilet seat, foot rest, lowered water tray) • Daily activities • Use of large coloured keyboard • Visual sequences for changing to/from PE/break

What is “Wave 1”?

Wave 1 is the effective inclusion of all children in a daily, high quality literacy and mathematics lesson.

What is “Wave 2”?

Wave 2 is additional time-limited provision, in the form of small-group intervention, to accelerate progress and enable children to work at age - related expectations. Wave 2 Primary National Strategy interventions are supplementary to quality first teaching. Provision for effective literacy and mathematics learning and teaching can be described in terms of three “waves” of intervention. Wave 2 is additional time-limited provision, in the form of small-group intervention, to accelerate progress and enable children to work at age - related expectations. Wave 2 Primary National Strategy interventions are supplementary to quality first teaching.

What is Wave 3?

Wave 3 is a feature of the Primary National Strategy “Waves” model. It is focused on enabling children with difficulties in

literacy and/or mathematics to reach at least national curriculum level 1 at the end of KS1 and level 3 at the end of KS2 in English and Maths.

- Wave 1 = involvement of all children in a high quality literacy hour and daily mathematics lesson
- Wave 2 = NLS/NNS catch-up interventions for children working just below age-related expectations (eg ELS/ALS/FLS, Springboard Maths)
- Wave 3 = targeted, individualised intervention for children who are working well below age-related expectations in literacy and/or mathematics – to accelerate progress.

A consistent message of effective practice is that high quality Wave 1 and Wave 2 provision is instrumental to effecting high achievement for all children, and can be preventative of the need for Wave 3 provision.

WAVES MODEL

