

	<p>WAVE 1 Quality First Teaching (QFT) provision for all; managed by class teacher</p>	<p>WAVE 2 Intervention to support pupils under achieving or underperforming; managed by class teacher, TAs & SENCo support where needed In addition to Wave 1</p>	<p>WAVE 3 Intervention for pupils with Special Educational Needs Managed by Class Teacher & SENCo In addition to Wave 1 and 2</p>
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • QFT: differentiated planning, resources, groupings and teaching • Whole school understanding of how to best support learners who demonstrate dyslexic tendencies • A range of teaching approaches used to support all learning styles • Effective marking and feedback with specific and clear next steps / targets • BFL policy • Self-assessment • Collaborative learning • Seating position • Use of technology: Interactive Whiteboards, iPad, computers, • A wide range of learning aids <p><i>For example:</i> Science: Word wall, subject specific spelling, link to real world</p>	<ul style="list-style-type: none"> • Additional small group guided sessions focusing on needs led provision • Small group booster sessions for literacy and maths using a range of resources and approaches • Accelerated Learner • Spelling Group • Small group handwriting sessions • Individual reading practice • Support for working memory <p>Social Group</p>	<ul style="list-style-type: none"> • Additional small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised 1:1 Rapid Reading • Precision teaching through QFT • Dyslexia profile and support including actions / activities / resources • Some specific individual literacy provision in line with severity and complexity of need • Some specific individual numeracy provision in line with severity and complexity of need • Programme provided by Learning Support Service e.g. social support • Guidance provided by Ed Psych • High Needs Funding if necessary • EHCP if appropriate
<p>CPD</p>	<ul style="list-style-type: none"> • Dyslexia • Strategies for boys 		•
<p>Communication & Interaction</p>	<ul style="list-style-type: none"> • Drama & role play activities as part of lessons • Singing, music lessons, school performances • ICT resources and programs to aid and support recording • Visual Prompts • Writing frames • Clear, unambiguous 	<ul style="list-style-type: none"> • Pre-teach/over teach vocabulary (teaching assistant supported) • Speech and Language Group • Social group • Social use of language / social stories • Sequencing activities • Subject specific activities 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individualised programmes & resources for communication

	<p>language</p> <ul style="list-style-type: none"> • Chunked instructions • Form tutor sessions 		<p>based on SALT advice, increased in duration and frequency</p> <ul style="list-style-type: none"> • Use of ICT
CPD	Autism training	•	•
Social, emotional & mental health	<ul style="list-style-type: none"> • Positive whole school ethos • PSHE & Citizenship Curriculum • Whole School behaviour for Learning policy • Reward systems • Range of extra-curricular clubs (lunchtime and after school) • Yr6 Transition support • Year 7 Buddy system • Year 7 Enterprise • Year 7 residential • Big Bang Science 	<ul style="list-style-type: none"> • Personalised behaviour management plans • Targeted support during unstructured sessions Eg. break time & lunchtime • Social Group • Emotional Literacy Programme • Mentoring programme <p>School Counsellor</p>	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Behaviour Management Plans / Pastoral Support Plans • Specialist activities provided by SEBS (Social, emotional, behavioural support) • Emotional Literacy Programme • Individual Transition plan • Guidance provided by Ed Psych • High Needs Funding if necessary • EHCP if appropriate
CPD	HB training SELFIE PREVENT Safeguarding		
Sensory &/or Physical (Hearing / Vision)	<ul style="list-style-type: none"> • Handwriting Exercises • Pencil grips • Writing slope • Stress ball • Position in class • Facing child when giving chunked instructions • Overlays • Buff Paper 	<ul style="list-style-type: none"> • Write from the Start handwriting programme • Targeted small group to develop letter formation • Targeted small group to develop co-ordination and movement • Adaptations to environment – sensory issues 	<ul style="list-style-type: none"> • Additional Small group/individual guided sessions focusing on needs led provision that are delivered with increasing regularity • Individual programmes/strategies • ICT • High Needs Funding if necessary • EHCP if appropriate

UPDATED: NOVEMBER 2017 KH SENCo

PROVISION MAP - supporting the needs of children in our school.

Physical &/or Medical	<ul style="list-style-type: none">• Care plan written, parents in agreement and have own copy, and all necessary staff informed• Staff timetabled to assist with key times of difficulty such as transition / lunch / break times etc.• Necessary consideration given to any physical apparatus / equipment necessary to aid learning / movement / independence	<ul style="list-style-type: none">• High Needs Funding if necessary• EHCP if appropriate
CPD	Staff training	<ul style="list-style-type: none">•