

Hurst Green Nursery and Infant School

WAVES OF PROVISION

Overview

Definitions of support:

Wave 1

The aim of the school's core provision is to include all children in high quality lessons. Teachers are aware of the needs of all their children. Teaching is adapted to meet a range of learning styles and tasks are differentiated appropriately to match the needs of the children.

Wave 2

Small group intervention which is specific, time limited, additional and different to the core provision. The expectation is that children will catch up with their peers as a result of the intervention. Following wave 2 intervention children should be working at or above age-related levels.

Wave 3

Personalised programme of study for individual children who have been identified as requiring SEN support. Provision at wave 3 is guided by specialist advice from outside agencies such as STIPS, SALT, OT, and ASD Outreach. This may involve individual support of the child by an adult either within the classroom or in one of the school's designated therapy areas. The aim of wave 3 intervention is to enable children to achieve their potential.

Area of Need
Cognition and Learning

Support could include:

<p>Wave 1</p>	<ul style="list-style-type: none"> ➤ Half termly assessment of progress ➤ Teaching assistants are familiar with planning and understand what the children they are supporting need to learn to make progress ➤ Flexible grouping of children and seating position in class ➤ Marking provides positive feedback that moves learning forwards ➤ Differentiation of questioning, activities and resources ➤ Varied teaching methods to meet learning styles of the children ➤ Displays and resources promote independent learning ➤ Adapted equipment where necessary e.g. coloured overlays, task boards, individual work stations, ear defenders... ➤ Covered terraced areas offering all children access to outside learning throughout the year ➤ A growth mind ➤ set culture ➤ Established system of rewards and sanctions ➤ Trips for each year group and outside visitors to consolidate and support learning ➤ Use of ICT to support learning e.g. IWB, talking postcards, cameras ➤ Liaison between home and school
<p>Wave 2</p>	<ul style="list-style-type: none"> ➤ Children are taught in small groups to target specific gaps in learning in writing, reading and maths ➤ Additional phonics support ➤ Precision teaching to support spelling ➤ In-class support ➤ Pre-teaching ➤ Accelerated learning programmes and groups to stretch more able learners ➤ Baseline assessment is made prior to the intervention to measure progress ➤ Progress is discussed half termly to monitor impact of intervention ➤ SEND Support plan may be discussed
<p>Wave 3</p>	<ul style="list-style-type: none"> ➤ Specialist advice to assess what a child's specific need might be e.g. One Stop, Learning and Language support, REMA, Educational Psychologist. ➤ Strategies suggested by specialists will be implemented and reviewed regularly ➤ Additional adult support in class to promote engagement and participation in lessons ➤ Access to 1:1 support which may involve withdrawal from lessons ➤ Children have personalised targets that may be time limited and focus on embedding basic skills ➤ Targeted support is monitored using assess, plan, do, review ➤ SEND support plan in place

Area of Need

Speech, Language and Communication

Support could include:

<p>Wave 1</p>	<ul style="list-style-type: none">➤ Half termly assessment of progress➤ Teaching assistants are familiar with planning and understand what the children they are supporting need to learn to make progress➤ Adults modelling good use of language and communication skills for children to copy➤ Makaton used when appropriate➤ Use of listening games and language games➤ Repetition of words/rhymes/songs➤ Visual timetable➤ Visual Cues to help understanding and recall➤ Direct teaching of new vocabulary➤ In class lessons on social skills and communication➤ Forest school to develop communication skills➤ Flexible grouping of children and seating position in class➤ Marking provides positive feedback that moves learning forwards➤ Differentiation of questioning, activities and resources➤ Varied teaching methods to meet learning styles of the children➤ Displays and resources promote independent learning➤ Covered terraced areas offering all children access to outside learning throughout the year➤ A growth mind set culture➤ Established system of rewards and sanctions➤ Trips for each year group and outside visitors to consolidate and support learning➤ Use of ICT to support learning e.g. IWB, talking postcards, cameras➤ Liaison between home and school
<p>Wave 2</p>	<ul style="list-style-type: none">➤ Children are taught in small groups to target specific gaps in language or difficulties with saying certain words or sounds➤ Use of word webs to help remember words➤ Progress is discussed half termly to monitor impact of intervention➤ SEND Support plan may be discussed
<p>Wave 3</p>	<ul style="list-style-type: none">➤ Advice from our Speech and Language Therapist.➤ Strategies suggested by Speech and Language Therapist will be implemented and reviewed regularly➤ Staff in school working on identified needs regularly and the speech therapist assessing progress yearly➤ Focussed teaching on social communication/skills➤ Use of games to teach specific concepts➤ Access to 1:1 support from a trained Speech and Language Teaching assistant working on targets set by a trained therapist. This may involve withdrawal from lessons➤ Targeted support is monitored using assess, plan, do, review➤ SEND support plan in place

Area of Need
Physical and Sensory

Support could include:

<p>Wave 1</p>	<ul style="list-style-type: none"> ➤ Sensory corner to enhance learning ➤ Trim Trail in the school grounds ➤ Forest school ➤ Therapeutic Gardening ➤ Caring for the chickens ➤ Half termly assessment of progress ➤ Teaching assistants are familiar with planning and understand what the children they are supporting need to learn to make progress ➤ Flexible grouping of children and seating position in class ➤ Marking provides positive feedback that moves learning forwards ➤ Differentiation of questioning, activities and resources ➤ Varied teaching methods to meet learning styles of the children ➤ Displays and resources promote independent learning e.g. cubes, word/picture banks, use of matt laminates and pastel paper to avoid glare ➤ Adapted equipment where necessary e.g. pencil grips, writing slopes, Move 'n' Sit cushions, chair wedges, easy grip scissors ➤ Access to ear defenders and quiet learning spaces ➤ Blinds in classrooms to reduce glare ➤ Nurture groups focussing on fine motor skills practice e.g. threading, cutting, detail work ➤ P.E Lessons ➤ Learning breaks ➤ Covered terraced areas offering all children access to outside learning throughout the year ➤ A growth mind set culture ➤ Established system of rewards and sanctions ➤ Trips for each year group and outside visitors to consolidate and support learning ➤ Use of ICT to support learning e.g. IWB, talking postcards, cameras ➤ Liaison between home and school
<p>Wave 2</p>	<ul style="list-style-type: none"> ➤ School based assessment of Occupational Therapy (OT) needs using the Surrey OT resource pack and suggestions for home given ➤ Children are taught in small groups to aid concentration ➤ Regular access to a sensory diet ➤ Additional fine motor skills sessions ➤ Progress is discussed half termly to monitor impact of intervention ➤ SEND Support plan may be discussed
<p>Wave 3</p>	<ul style="list-style-type: none"> ➤ Advice from Occupational Therapy, Developmental Paediatrics, Physiotherapy ➤ Strategies suggested by specialists will be implemented and reviewed regularly ➤ 1:1 OT/Physiotherapy sessions by school TA following a programme provided by a therapist ➤ Targeted support is monitored using assess, plan, do, review ➤ SEND support plan in place

Area of Need
Social, Mental and Emotional Health

Support could include:

Wave 1	<ul style="list-style-type: none"> ➤ Half termly assessment of progress ➤ Teaching assistants are familiar with planning and understand what the children they are supporting need to learn to make progress ➤ Staff using positive language to support children to make the right choices ➤ Established system of rewards and sanctions outlined in the behaviour policy ➤ Forest school to develop confidence, risk taking and social skills ➤ Therapeutic Gardening ➤ The use of a 'safe place' to help manage anxieties ➤ Flexible grouping of children and seating position in class ➤ Marking provides positive feedback that moves learning forwards ➤ Differentiation of questioning, activities and resources including picture prompts ➤ Varied teaching methods to meet learning styles of the children ➤ Displays and resources promote independent learning ➤ Adapted equipment where necessary e.g. fidget toys, task boards, individual work stations, ear defenders, Time out cards. ➤ Covered terraced areas offering all children access to outside learning throughout the year ➤ A growth mind set culture ➤ Trips for each year group and outside visitors to consolidate and support learning ➤ Use of ICT to support learning e.g. IWB, talking postcards, cameras ➤ Liaison between home and school
Wave 2	<ul style="list-style-type: none"> ➤ Children are taught in small groups by the ELSA to develop social skills and emotions ➤ Baseline assessment are made prior to the intervention to measure progress e.g. using strengths and difficulties questionnaires, behaviour logs, STAR Analysis ➤ Use of personalised rewards to help meet behaviour targets ➤ Progress is discussed half termly to monitor impact of intervention ➤ SEND Support plan may be discussed
Wave 3	<ul style="list-style-type: none"> ➤ Specialist advice to assess what a child's specific need might be e.g. One Stop, Behaviour support, CAMHS, Educational Psychologist. ➤ Strategies suggested by specialists will be implemented and reviewed regularly ➤ Additional adult support in class to promote engagement and participation in lessons ➤ Access to 1:1 ELSA support which may involve withdrawal from lessons ➤ 1:1 TA support for focussed work on personalised needs. May involve withdrawal from lessons ➤ Social /comic strip stories used on a 1:1 basis to support understanding of social situations ➤ On-going use of personalised rewards to help meet behaviour targets ➤ Children have personalised targets that may be time limited and focus on improving engagement in lessons ➤ Targeted support is monitored using assess, plan, do, review ➤ SEND support plan in place ➤ Support for parents by requesting an Early Help Assessment

