

St Giles' C of E (A) Infant School WAVE 1,2 and 3 PROVISION

	WAVE 1 – Quality First Inclusive Teaching for all pupils (the responsibility of all teachers)	WAVE 2 – Short term interventions (Qualified teacher liaises with SENDCo in order to plan and implement appropriate provision)	WAVE 3 – Long term support, personalised provision (Specific to individual children, usually part of an Education and Health Care Plan)
Cognition and Learning	<p>Differentiated curriculum in Maths, English, Science, RE and Foundation Subjects according to individual pupil need</p> <p>Developmental marking in Maths and English and sometimes in other subject areas</p> <p>Weekly spelling tests, bespoke to individual needs and abilities</p> <p>Range of teaching styles – visual, auditory, sensory, kinaesthetic</p> <p>Mixture of individual, paired and small group work</p> <p>Use of ipads and laptops</p> <p>A wide range of pencil grips to suit individual need</p> <p>Right and left handed scissors</p> <p>Mixture of ‘chunky’ and thinner lead pencils for writing and colouring</p> <p>Use of coloured overlays to support reading</p> <p>Equal opportunities - for example, all children have access to a session in the school library each week and all children have access to school trips</p> <p>Range of fiction and non-fiction books to support learning</p> <p>All pupils have access to wide range of maths resources to support our ‘Maths Mastery’ approach</p>	<p>Bespoke interventions based on pupil need. For example ‘pre-teaching’ in Maths to support pupils with the learning that they will experience in the lesson.</p> <p>Bespoke English interventions.</p> <p>These may be class teacher or teaching assistant led.</p> <p>Support from Specialist Teaching Team where appropriate – Learning and Language or Behaviour Support.</p> <p>Speech and Language support.</p>	<p>Adult support used as one to one support, paired or small group</p> <p>Individual support from Speech and Language Team - blocks of therapy with an assigned therapist, targets implemented by the school</p> <p>Bespoke support from Behaviour Support and Learning and Language Teams</p> <p>One to one interventions – for example, phonics, handwriting, maths or English, linked to objectives and targets on EHCP</p> <p>Support from Linden Bridge ASD Outreach Team</p>

	<p>Achievement certificates each week</p> <p>Designated cookery room, large hall for PE and lunchtime arrangements</p> <p>Outdoor provision offered to all pupils</p> <p>Sensory resources available such as wobble cushions, fidget toys to support with focus and engagement</p> <p>‘Thrive’ emotional well being – individual intervention, but approach also used to support all learners</p> <p>Teaching assistants in all classes</p>		
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Communication and Interaction	<p>Instructions kept clear and simple to support pupils' processing</p> <p>Differentiated instructions according to pupils level of need</p> <p>Teacher modelling in English and Maths – orally rehearsing a sentence, before modelling the writing. Orally rehearsing a calculation before modelling the written method</p> <p>Children's understanding of the Learning Objective is checked prior to task completion</p> <p>Use of visual support cards as needed – 'good sitting', 'good listening' etc</p> <p>Use of visual support as needed – for example, an oral sentence may have a picture or photo to accompany it</p> <p>Key vocabulary displays (accompanied by pictures as much as possible) - these can be for all subjects</p> <p>Circle time – opportunities for children to share their views and wishes</p> <p>Labels around the classroom to promote talk</p> <p>'Talk for Writing' – lots of Drama and talk related activities provided before writing</p> <p>Class assemblies</p> <p>Church services – children are actively encouraged to participate in reading, singing and acting</p>	<p>In class teaching assistant support</p> <p>ELKLAN speech and language intervention</p> <p>Vocabulary work – matching pictures and words (hear the word, now say the word)</p> <p>Social communication groups</p> <p>Support from Speech and Language Team</p>	<p>Speech and Language Therapy programme led by SALT therapist.</p> <p>Targets implemented by the school</p> <p>Outreach support from Linden Bridge ASD team</p> <p>Ongoing support from Occupational Therapy</p> <p>Thrive programme to support specific pupils</p>

	<div>Drama</div> <div>Christmas Nativity</div> <div>Educational trips and visits</div> <div>Visitors to our school – for example to support a topic such as ‘People who help us’</div> <div>Talk partners</div> <div>Learning partners</div> <div>Visual timetables</div>		
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Social, Emotional and Mental Health	<p>Christian values underpinning all teaching and learning and behaviours for learning</p> <p>Thrive approach used with all children – language used by staff, strategies used with all children in classroom environments</p> <p>Own pegs and own trays</p> <p>Responsibility roles such as milk monitor, collecting books at the end of the lesson, Year 2 children serving salad during lunchtime to younger pupils</p> <p>School Council</p> <p>School behaviour policy and procedures</p> <p>Logging system in place for behaviour incidents, to look at any patterns and trends with individuals</p> <p>Reward systems – stickers, charts, individual time with the Headteacher, time in the 'Thrive' room, achievement certificates including a 'Values' certificate</p> <p>Multi sensory teaching</p> <p>Use of Thrive room and sensory resources</p>	<p>Support for individual pupils where there may be repeated incidents – support plans in conjunction with parents</p> <p>Social communication groups</p> <p>Transition planning – Nursery / pre-school into Reception and Year 2 into Year 3</p> <p>Advice from Behaviour Support as needed with in class support/ strategies</p> <p>Staff training – Positive Touch (Surrey training)</p>	<p>Thrive emotional well being programme with individual children</p> <p>Individual behaviour plans and strategies</p> <p>Personalised social stories bespoke to individual children</p> <p>Teaching Assistant support</p> <p>Personalised support from Behaviour specialist teaching team</p> <p>CAMHS support (Child and Adolescent Mental Health Service)</p> <p>Support from Paediatrician team</p> <p>Family Support Workers</p> <p>Team Around the Family (TAF)</p> <p>Early Help support</p> <p>Ongoing support and advice from Educational Psychology Team</p>

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Sensory and Physical	<p>Teachers aware of implications of physical and sensory impairment – for example keeping background noise to a minimum, facing children when speaking, bespoke seating arrangements to support individual needs</p> <p>Appropriate lighting</p> <p>Sensory resources – for example ‘peanut balls’, bubble tubes, soft lighting tubes, wobble cushions</p> <p>Suitable desks and chairs at age appropriate heights</p> <p>Range of pencils and pencil grips</p> <p>Playtime and lunchtime for all children</p> <p>Visual prompts in all classrooms</p> <p>Interactive whiteboards in all classes</p> <p>Ipads and laptops</p> <p>Accessible toilets</p> <p>Easy access to resources</p> <p>Multi sensory teaching</p>	<p>Learning breaks for individual children</p> <p>‘Busy boxes’ with a range of resources that children can access pre or after learning tasks</p> <p>Advice from Surrey Physical and Sensory Support Services (PSSS)</p> <p>Use of enlarged font on sheets / on the interactive board</p>	<p>Occupational therapy – blocks of therapy, strategies implemented by the school</p> <p>Provision of specialist equipment such as weighted cushions, seating and intimate care plans</p> <p>Ongoing support from PSSS and OT</p>