



Whole School Provision Map

Wave I

Wave I provision is 'high quality differentiated teaching targeted at areas of weakness' (Sandwell, 2019). Learning is planned to move **ALL** learners from where they are to where they need to be.

| Social, Emotional and Mental Health | Cognition and Learning | Communication and Interaction | Physical and Sensory |
|---|--|--|---|
| <ul style="list-style-type: none"> ✓ Classroom expectations poster ✓ Clear and consistent boundaries with reminders of expectations ✓ Use of whole school behaviour management and reward systems ✓ Limited choices ✓ Consistent positive regard (approachable / patient) ✓ Positive reinforcement and praise ✓ Be present (give time and show them you are listening e.g.- paraphrasing) ✓ Live marking- visual indicators of success ✓ Apologise if you make an error / model mistake ✓ Structured / timed rewards ✓ Time with a trusted person in unstructured time ✓ Give student jobs/individual responsibilities ✓ Consequence map / personalised goal setting / reward charts ✓ Personalised work station or equipment ✓ Emotional check in / use feelings board ✓ Positive touch e.g. high five, hand shake ✓ Preparation for changes to support anxiety at key transition times | <ul style="list-style-type: none"> ✓ Differentiated curriculum ✓ Differentiated delivery ✓ Differentiated outcome ✓ Use of visual aids such as illustrated dictionaries or vocabulary banks ✓ Individualised success criteria ✓ Dyslexia friendly text (14+ font, wide spaced lines, comic sans, pale yellow paper and navy-blue font) ✓ Handwriting guide/lined paper ✓ Use of ICT to support learning ✓ Writing frames / sentence starters ✓ Increased modelling (mini whiteboards / pre-printed examples) ✓ Alternative recording of information ✓ Different questioning techniques ✓ Word banks/key vocabulary cards ✓ Support/avoid reading long text aloud ✓ Personalised work to interest ✓ Games to learn (Snap, Whiteboard games, board games, number / word bingo) ✓ Concrete equipment (physical equipment to aid learning e.g. counters, blocks) ✓ Tasks broken down into chunks (timers, stop-watch, countdowns- see resource bank) ✓ Frequent work breaks- brain break exercises ✓ Reduce copying or reading from board ✓ Overlays and reading rulers | <ul style="list-style-type: none"> ✓ Maintain a predictable lesson routine (starter, teacher input, independent or group work, plenary) ✓ Speak clearly, give eye contact and use gestures to support communication e.g. thumbs up ✓ Use students name before giving instructions or addressing the group ✓ Give brief instructions use simple language and avoid metaphor ✓ Check for understanding and allow time for processing ✓ Break it down (using task sheets, breaking tasks down into steps) ✓ Keep it visual (use of pictures, videos, diagrams, illustrations and working walls and displays) ✓ Visual timetables, routines and plans ✓ Feelings fan or communication tools ✓ Additional opportunities to promote communication (circle time, buddy system) ✓ Use of social stories | <ul style="list-style-type: none"> ✓ Tidy, clutter free space with equipment and books already out ✓ Create a calm and comfortable environment and minimise distractions ✓ Activities connecting movements and sound ✓ Sensory breaks and sensory circuits ✓ Reduce looking up by using white boards and making sure vital info is on the desk ✓ Use of coloured overlays for reading and writing ✓ Use of different coloured paper or fonts. ✓ Fidget cube / stress balls / chair bands / wobble cushions ✓ Alternative seating e.g. yoga ball ✓ Subtitles used with audio clips ✓ Additional time given to complete activities ✓ Pre-cut worksheet-based activities / WALT's ✓ Use of ICT as an alternative ✓ Fine motor- hand / body stretches ✓ Pencil grips and handwriting pens ✓ Adapted maths equipment |

Wave 2

Wave 2 provision is designed to increase rates of progress and secure learning for groups of learners putting them back on track to meet or exceed national expectations. Wave 2 'intervention or targeted teaching for pupils making less than expected progress. The expectation is that these children will rapidly make progress and catch up with their peers' (Sandwell, 2019). This usually takes the form of a tight, structured programme of small group support.

| Social, Emotional and Mental Health | Cognition and Learning | Communication and Interaction | Physical and Sensory |
|--|---|---|--|
| <ul style="list-style-type: none"> ✓ Parent and child stay and play sessions ✓ Small group circle time ✓ Lunch time Lego Club ✓ Lego Therapy ✓ Nurture Group ✓ Creative Superheroes ✓ Little Think ✓ Strength and Shine ✓ Circle of Friends ✓ Consequence map / personalised goal setting / reward charts ✓ Preparation for changes to support anxiety at key transition times ✓ Time with a trusted person in unstructured time | <p>English</p> <ul style="list-style-type: none"> ✓ Parent volunteers – target reading groups ✓ Year 1 phonics booster ✓ Year 2 phonics booster ✓ SATs booster groups ✓ Year group specific booster groups ✓ Small group support in lessons ✓ Pre-teaching of vocabulary ✓ Sound Linkage Intervention ✓ Stareway to Spelling <p>Maths</p> <ul style="list-style-type: none"> ✓ Small group support in lessons ✓ Pre-teaching of vocabulary ✓ SATs booster groups ✓ Year group specific booster groups <p>Other Curriculum Areas</p> <ul style="list-style-type: none"> ✓ Small group support in curriculum lessons ✓ Pre-teaching of vocabulary | <ul style="list-style-type: none"> ✓ Social use of language- Socially Speaking ✓ WellComm Interventions 'Amber' / 'Red' catch up level ✓ Early Talk Boost ✓ Time to Talk ✓ Use of Social Stories ✓ LEGO Therapy ✓ Pre-teaching of vocabulary ✓ Uses of symbols and pictures (Aided language displays / vocabulary checklists) | <ul style="list-style-type: none"> ✓ Write Dance ✓ Dough Disco ✓ Ready, Steady, Write ✓ Use of sensory breaks during lessons ✓ Use of sensory toys ✓ Use of sensory room or sensory activities |

| Wave 3 | | | |
|--|---|---|--|
| Wave 3 provision involves 'highly individualised interventions for pupils with SEND. The expectation is that SEND pupils will make good rates of progress and meet specific outcomes set' (Sandwell, 2019). | | | |
| Social, Emotional and Mental Health | Cognition and Learning | Communication and Interaction | Physical and Sensory |
| <ul style="list-style-type: none"> ✓ Nurture Group informed by Boxall Profile ✓ Lego Therapy ✓ Complex Needs Assessment ✓ Family intervention with PSA ✓ Behaviour tracker ✓ 1:1 support within the classroom environment ✓ 1:1 support at lunchtimes ✓ Social story time ✓ Comic strip conversations ✓ Counselling ✓ Individual use of 5-point behaviour scale | <ul style="list-style-type: none"> ✓ Workstation approach with or without 1:1 support ✓ 1:1 support within the classroom environment ✓ Use of personalised planning and timetables ✓ Use of personalised visual timetables / 'Now and Next' boards ✓ Sound Linkage Intervention ✓ Stareway to Spelling ✓ All About Me personalised target time ✓ Precision Teaching ✓ Pre-teaching of vocabulary | <ul style="list-style-type: none"> ✓ Workstation approach with or without 1:1 support ✓ 1:1 support within the classroom environment ✓ Speech and Language Interventions ✓ PECs ✓ WellComm Interventions 'Red' significant delay level ✓ Early Talk Boost ✓ Makaton ✓ Aided Language Displays ✓ Communication Books ✓ Comic strip conversations | <ul style="list-style-type: none"> ✓ 1:1 support within the classroom environment ✓ 1:1 support at lunch times ✓ PECs ✓ Use of specific resources or equipment ✓ Regular access to sensory room ✓ Fine or Gross Motor Skill Interventions suggested by professionals |
| Interventions recommended by external support services: <ul style="list-style-type: none"> ✓ CAMHS ✓ Educational Child Psychologist ✓ Specialist Advisory Teacher for Social, Emotional and Mental Health | Interventions recommended by external support services: <ul style="list-style-type: none"> ✓ Educational Child Psychologist ✓ Specialist Advisory Teacher for Learning | Interventions recommended by external support services: <ul style="list-style-type: none"> ✓ Speech and Language Therapy ✓ Specialist Advisory Teacher for Learning | Interventions recommended by external support services: <ul style="list-style-type: none"> ✓ School Nurse ✓ Occupational Therapist ✓ Physiotherapist ✓ Specialist Advisory Teacher for Hearing Impairment ✓ Specialist Advisory Teacher for Visual Impairment |

References

Sandwell (2019) Special Educational Needs and Disability – Handbook for Educational Providers. Sandwell Metropolitan Borough Council.