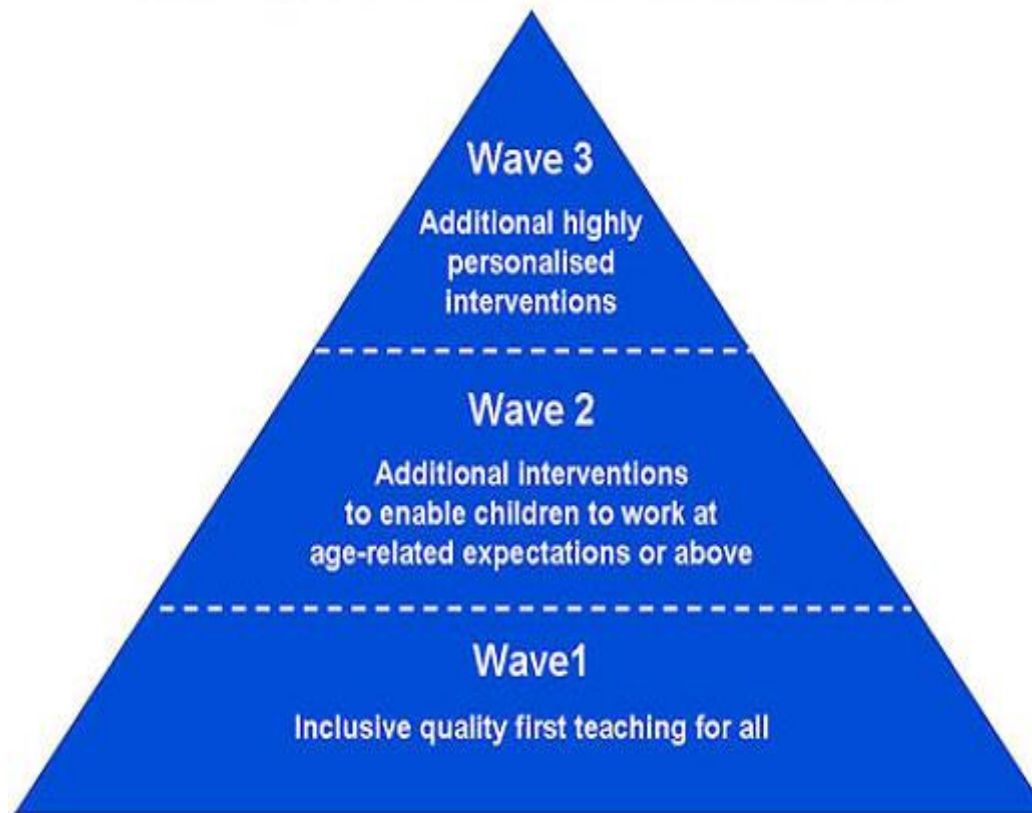


St Mary's Catholic Primary School's SEND Provision Map

Waves of Intervention Model



A graduated approach: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

St Mary's Catholic Primary School's SEND Provision Map

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1	Wave 2	Wave 3
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching – Quality First Teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.</p>	<p>Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.</p>

St Mary's Catholic Primary School's SEND Provision Map

Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p>Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.</p>	<p>Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.</p>	<p>There is a wide range of sensory and physical difficulties that affect children and young people across the ability range.</p> <p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships.</p> <p>These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>

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Cognition and Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • All children's progress and attainment is assessed and tracked throughout the year • Targeted interventions from – SNAP Assessment where required • Nessy Reading and Spelling • Differentiated curriculum planning • Pitched questioning • Modelling of skills • High expectations • Success criteria • 1:1 reading and small group reading • 1:1 maths and small group maths activities • Guided writing • Visual dictionaries • Word mats • ICT to support learning • Writing frames • Learning displays • Challenge tasks • Support from Teaching Assistant • Different learning styles are adopted 	<ul style="list-style-type: none"> • Targeted interventions from – SNAP Assessment where required • Speech and Language Support • Nessy Reading and Spelling • SPaG intervention group (Spelling, Punctuation and Grammar) • Phonics Groups • Paired Reading • Developing Written Language Skills • Developing Phonological Awareness • Developing Written Language Skills • Pre-teaching of vocabulary • GL Early numeracy assessment – targeted activities 	<ul style="list-style-type: none"> • Intense (1:1) support in core and foundation subjects • Support from Educational Psychology (EP) • Beat Dyslexia Programme • Support from Speech and Language • Support from Specialist Teacher • Further targeted interventions from – SNAP Assessment

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<ul style="list-style-type: none"> • Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) & • Specific Learning Disorders e.g. Dyslexia (SpLD) • Next steps in marking to support progress 		
Communication and Interaction		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Differentiated curriculum planning • Modelled speech/language • Modelled Interaction • Targeted questioning • Talking partners • Group work • Whole class circle time • Class visual aids and prompts • Key words/word banks • Drama activities • Sequencing activities • Additional processing time • Simplified Language • A range of adapted questions used so children develop and give better answers 	<ul style="list-style-type: none"> • Pre-teaching of vocabulary • Visual timetables • Nurture group (social skills & self-esteem) • Communication book activities • Language For Thinking intervention 	<ul style="list-style-type: none"> • Language For Thinking intervention • Talk for Writing intervention • Individual visual timetables • Individual visual communication system • Targeted work from Speech and Language therapy • Targeted work from Learning and Language (LLS) support

St Mary's Catholic Primary School's SEND Provision Map

<ul style="list-style-type: none"> • Opportunities for individual, pair, group or whole class working • Regular communication through informal and formal meetings eg.parent's evening 		<ul style="list-style-type: none"> • ASD Outreach support/Specialist teacher support
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Sensory and Physical		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Differentiated/adapted curriculum planning • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • Furniture and environment adaptations where required • Visual prompts, pictures and ICT used appropriately to aid learning 	<ul style="list-style-type: none"> • Use of specialist equipment • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Adapted cutlery • Fidget kits • Paediatric Occupational Therapy assessment & resource pack • Gross motor programmes 	<ul style="list-style-type: none"> • Individual work station (where required) • Social stories • Targeted work from Occupational Therapy, • Physiotherapy, Outreach Team & School Nurse Team • Physical and Sensory Support Services(P.S.S.S) • Individual support with self-care where appropriate

St Mary's Catholic Primary School's SEND Provision Map

<ul style="list-style-type: none"> • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning • Further outdoor learning opportunities 	<ul style="list-style-type: none"> • Further fine motor programmes • Large keyboard for computer work 	<ul style="list-style-type: none"> • ICT program to support needs
Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Differentiated curriculum planning • Whole school behaviour and inclusion policy used effectively • School & class rules enforced • Whole school assemblies • Class circle time • Talking partners • Class visual timetable • Extra play-time • Visual reward systems • House point system • Timers & stress relievers • 1:1 support from staff member (when required) 	<ul style="list-style-type: none"> • Nurture group (social skills & self-esteem) • Additional PSHE planned lessons using • Individual reward system & behaviour logs • 1:1 support from staff member (when required) • Additional support at playtime (break time and lunchtime clubs) • Transition support • Time to talk programme and board game 	<ul style="list-style-type: none"> • 1:1 Emotional Literacy Programme (ELSA) • 1:1 / small group bereavement support (RAINBOWS) • Counselling • Individual work station • Individual social stories to teach specific social skills • Targeted work from –Behaviour Support, CAMHS, Educational

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<ul style="list-style-type: none">• Emotion/social resources• Praise and high expectations• Whole class behaviour charts e.g. team points, class reward charts• Big Heart Award certificates• Class Monitors, School council	<ul style="list-style-type: none">• Involvement with Early Intervention team – Family, Health and Wellbeing Service• Language For Thinking intervention• PIVATS PSED targets	<p>Psychology and suggestions from Family, Health and Wellbeing Service.</p> <ul style="list-style-type: none">• Continued involvement with Early Intervention team – Family, Health and Wellbeing Service• PIVATS PSED targets• Golden Hill involvement/intervention
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