

**Reigate Parish Church Primary School: Wave 1 , 2 and 3 provision .
September 2016**



Across the school for everyone		Wave One- Quality first teaching All pupils, where appropriate	Wave Two – ‘Catch up’ SEN Support LSA intervention 1:1/ small groups	Wave Three – SEN support/EHCP with outside agency intervention
<p>The ethos of our school. Christian values. HT stickers for excellent work. Going to see other teachers to show good work. Positive behaviour strategies. Restorative Approach. Creative curriculum. Use of the outdoors. Close working with parents to secure detailed and deeper understanding of children's needs. Children's targets sent home for reading, writing and</p>	<p>Cognition and learning</p>	<p>Differentiated curriculum planning, activities, delivery & outcomes/ CT/TA support. Increased visual aids/modelling etc. Use of Writing frames Access to IT – Interactive WB Visual timetables. In class support-ability sets TA support in Literacy & Numeracy & Foundation subjects Focused group work in ability sets with CT including guided reading Home readers Use of objects , visual prompts and extensive ICT In class support from parent helpers. Questioning Whole school Read Write Inc phonics and spelling programme</p>	<p>1:1 support TA /Class Teacher (CT) Small group 1: 6 TA/Class Teacher (CT) support across the curriculum In Read Write Inc (RWI) we identify children who need extra support with certain sounds and provide additional support in that week with RWI surgery led by LSA Spring and Summer term booster groups for literacy . 1:6 (teacher) Gifted and talented group 1:5(teacher) Hand control group work 1:1 TA parents and home exercises Small group phonics 5 minute box</p>	<p>LSA 1 :1 / small group for specific learning difficulties Eg dyslexia, dyspraxia, autism ,ADHD, All targets advised by outside agencies to be implemented by CT ,TA and LSA 1:1 /small group LSA work on auditory memory, visual verbal memory, phonological awareness Daily Readers Daily high frequency word over learning Education and Health Care Plan support 1:1 LSA Consistent strategies across staff for a particular child's needs. Half termly meetings to agree strategies working and to be used by all staff.</p>
	<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, opportunities for children to explain to each other, etc Visual timetables. Structured school and class routines Working in mixed ability talking pairs</p>	<p>Use of role play with adult to model Adult support with group/class speaking and listening – Work in smaller groups split between TA and CT Visual prompts</p>	<p>Speech articulation weekly LSA 1:1 Speech sessions with home exercises 1:1 Speech and Language targeted work from outside agency advise</p>

<p>maths. Immediate oral feedback Precise marking comments in books and next steps challenge activity.</p>			<p>Task boards</p> <p>Speech – articulation – adult modelling good speech. Ring fencing time in class to ask the child to really concentrate on speech production-adult models speech sensitively.</p>	<p>Small groups for oracy / speaking and listening</p>
	<p>Emotional, Behavioural and Social</p>	<p>Whole School behaviour policy. Whole school/class rules. Talking partners changed weekly Modelling and reinforcing how to deal with difficult situations. Circle time Playing games- sharing, turn taking Catching the children being good</p>	<p>Observe and model appropriate behaviour. Sanctions – It's Good to Be Green school behaviour policy. Verbal warning, amber card, red card ,walk the thinking line, miss golden time Positive reinforcement through rewards – golden time , house points Clear boundaries agreed Carpet spots to help focus in whole class teaching TA support during carpet whole class teaching time using pen and white boards to assist learning 1:1 1 :4 Reception Nurture Group- social skills, confidence issues, sharing, turn taking , considering others.</p>	<p>1:1 Emotional Literacy Support Assistant(ELSA) sessions working on self-esteem , challenging classroom behaviours, selective mutism, making and maintaining friendships, trauma, bereavement, attachment difficulties, etc</p>
	<p>Sensory and Physical</p>	<p>Flexible teaching arrangements Brain gym exercises Water bottles (optional) Water fountains Outside learning when appropriate Fruit table when needed Continuous provision activities for fine and gross motor skills. VAK –visual, audio and kinaesthetic learning</p>	<p>Hand exercises for handwriting – CT/TA /parents – support for hand control activities Large scale opportunities for gross motor skills TA CT Exercises to build strength in hands. TA/ PE specialist teacher focusing on gross motor skills TA to support children who need</p>	<p>Occupational Therapy (OT)programmes adhered to. Daily OT exercises</p> <p>Jimbo Fun daily programme for FMS/ GMS</p> <p>Sensory cushions, chew toys, time out spaces, low to the ground chairs , stability wobble cushions.</p>

		Chairs to face board	<p>it at carpet time</p> <p>OT resource pack exercises</p> <p>Plenty of opportunity for physical space and activities</p> <p>Fiddle toys and variety of sensory equipment for children who find it hard to sit still</p> <p>Pre-writing skills activities</p> <p>Jimbo Fun Daily (6 week)</p> <p>Programme for fine and gross motor Skills (FMS/GMS) 1:2</p> <p>Clever fingers activities -fine motor activities</p> <p>Use of calm music for handwriting</p>	
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Waves of Support, These are mapped on the graduated response as follows:

Wave One – The effective inclusion of all pupils in a high quality literacy and daily mathematics lesson (quality first teaching)

Wave Two – Small group intervention e.g. Nurture groups. Aimed at pupils who are expected to 'catch up' with their peers.

Wave Three – Individual targeted support for pupils identified as requiring SEN support or Statemented children with outside intervention.