



Waves of provision for SEN pupils at Brentnall Community Primary School

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

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

| Wave 1 | Wave 2 | Wave 3 |
|---|--|--|
| Inclusive strategies for <u>all</u> pupils | Targeted support for <u>some</u> pupils | Specialist support for <u>few</u> pupils |
| Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupils 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. | Wave 2 is a specific, additional and time-limited intervention provided for some pupils 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 pupils with similar needs. | Wave 3 is targeted provision for a minority of pupils 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. |



Each wave is broken down into four further categories of provision.

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 These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.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



Cognition and Learning

| Wave 1 | Wave 2 | Wave 3 |
|---|--|--|
| Quality first teaching <ul style="list-style-type: none"> - PiXL - White Rose - Read Write Inc Differentiated planning Use of questioning and targeted questioning Scaffolding and modelling of skills High expectations Consistent routines Steps to success Variety of learning styles are adopted – drama, ICT High quality resources Use of concrete resources Learning displays Challenge tasks Support from TAs Visual timetables in all classes Use of visual aids All children's progress and attainment is assessed and tracked throughout the year | PiXL interventions Small group work 1:1 or small group reading sessions Differentiated concrete resources Precision teaching Pre-teaching of vocabulary | Intense (1:1) support in core and foundation subjects Targeted work from external agencies LSS, SALT, ACE, PIT, CAMHS, EPS Support/assessments from Educational Psychology (EPS) Support from EMTAS |



Communication and Interaction

| Wave 1 | Wave 2 | Wave 3 |
|--|---|---|
| Differentiated curriculum planning High quality modelled language Modelled interactions Targeted questioning and using a range of different questions Talking partners (TYP) Opportunities for individual, pair, group or whole class working Whole class circle time Class visual aids and prompts Consistent routines Morning routines Visual timetables in all classes Key words on display/word banks/ phonic mats Drama activities Sequencing activities Additional processing time Simplified language when needed Role play and drama Talk for writing Marking and feedback | Pre-teaching of vocabulary Friendship groups Lego therapy | Intense (1:1) support in core and foundation subjects Individual visual timetables Individual visual communication system Personalised curriculum Targeted work from external agencies LSS, SALT, ACE, PIT, CAMHS, EPS, EMTAS Objects of reference Differentiated learning environments |



Social, Emotional and Mental Health

| Wave 1 | Wave 2 | Wave 3 |
|---|--|---|
| Differentiated curriculum planning Whole school relationships and positive interactions policy (behaviour policy) Consistent routines Morning routines Visual timetables in every class School & class rules PSHE lessons Whole school assemblies Class circle time Talking partners Class Dojos Inclusive and approachable staff Fiddle toys Emotion/social resources Praise and high expectations Class monitors School council Pupil voice Emotion cards on lanyards | Additional support at playtime (break time and lunchtime clubs) Transition support Social stories Friendship groups Pastoral support | Intense (1:1) support in core and foundation subjects Individual visual timetables Individual visual communication system Personalised curriculum Targeted work from external agencies LSS, SALT, ACE, PIT, CAMHS, EPS, EMTAS Access to Place2Be Individual workstations Individual social stories to teach specific social skills |



Sensory and/or Physical

| Wave 1 | Wave 2 | Wave 3 |
|--|--|---|
| Differentiated curriculum planning Adaptions to the classroom (when appropriate) Fine and gross motor skill activities Additional movement breaks School building is accessible for all Classrooms have age-appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans are used at tables and on the carpet Lessons organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities | Use of specialist equipment Pencil grips Coloured overlays Lap weights/ wobble cushions Sloping boards for desks Adapted cutlery Fidget toys Balance boards Fine motor programmes Sensory room Ear defenders | Intense (1:1) support in core and foundation subjects Individual visual timetables Individual visual communication system Personalised curriculum Targeted work from external agencies LSS, SALT, ACE, PIT, CAMHS, EPS, EMTAS Individual workstations Social stories Targeted work from occupational therapy, Physiotherapy and the school nursing team Individual support with self-care where appropriate Sign language Adapted furniture |