



Provision Map

This document aims to explain the 'Waves' of teaching provision available to pupils in our school. These are described as follows:

- Wave 1: Inclusive, universal teaching approaches
- Wave 2: Targeted, 'catch-up' provision
- Wave 3: Specialised intervention that is more specific to or personalised around the particular learning needs of the child

We continually monitor the impact of interventions and change them when they are not working. This means that provision at Waves 2 and 3 may contain additional or alternative approaches to those listed here, as our practice evolves to meet the needs of the learners in our care.

What is Wave 1 Provision?

Wave 1 or 'First Quality Teaching' is inclusive, personalised teaching which takes into account the learning needs of all the children in the classroom. It is achieved through appropriate differentiation of curriculum planning, learning tasks and teaching strategies, enabling all learners to access the curriculum and make progress.

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 vocabulary; the 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.

At St Peter's we aim for:

- Highly focused lessons with clear, shared objectives which form part of the learning journeys which are developed by teachers with our pupils
- High expectations of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work as independently as possible
- Regular use of encouragement and positive praise to engage and motivate pupils

What is Wave 2 Provision?

Wave 2 is targeted catch up provision for groups to 'put children back on course'. It describes specific, additional and time-limited interventions over and above what is offered at Wave 1. These interventions have clear entry and exit points and are often in the form of small-group intervention which aims to accelerate progress and enable children to 'catch up' and work at or above age-related expectations. Wave 2 interventions are not primarily SEN interventions. However, children included in Wave 2 interventions may be on the SEN register.

What is Wave 3 Provision?

Wave 3 describes deeper intervention offering a more personalised solution if Wave 2 hasn't worked. Children at Wave 3 may have particular needs related specifically to maths or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment or modification of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2.

The tables below show provision at Waves 1, 2 and 3 for each area of potential need identified by the 2014 Special Education Needs Code of Practice.

COGNITION AND LEARNING

Wave 1 (Universal) Provision	Wave 2 (Targeted) Provision	Wave 3 (Specialised) Provision
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Shared learning journeys • Explicit, shared learning objectives and success criteria • Peer and self-assessment • Daily LEAP (Learning Evaluation & Progress) time • Literacy teaching includes phased support in Letters & Sounds Phonics Programme within Reception and for pupils in Years 1-3 • In Years 3-6, Wave 1 Literacy teaching includes Support for Spelling • Wave 1 Literacy includes Guided Reading sessions with the Teacher/TA reading with each group at least twice a week in Years 1-6 • Access to computers in every classroom • Visual aids • Visual Timetables • Illustrated dictionaries • Use of writing frames/checklists/timers • Numicon and other visual Maths resources • Integrated ICT • Individualised targets shared with children • Learning partners • Stimulating learning environment (outside and inside) • Level 6 booster lessons 	<ul style="list-style-type: none"> • Reading Recovery • 'Wave' literacy intervention • Phonological Awareness Programme • Additional Phonics programme • Differentiated mental maths sessions • Precision Teaching approaches (e.g. A Minute a Day) • SNAP Maths • Differentiated spelling groups • Teacher led intervention groups covering all aspects of literacy and maths • Parental support with reading • Volunteer Reading Support 	<ul style="list-style-type: none"> • Precision Teaching approaches • Input from and strategies advised by: <ul style="list-style-type: none"> – LLS (Learning and Language Support) – EP (Educational Psychologist) – Occupational Therapist – Other advisory teachers • Individual differentiated literacy or maths tuition • In class support from LSA • Intervention teacher for children in receipt of pupil premium funding • Intervention teacher for pupils who are falling behind

SPEECH, LANGUAGE AND COMMUNICATION

Wave 1 (Universal) Provision	Wave 2 (Targeted) Provision	Wave 3 (Specialised) Provision
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language • Visual aids / modelling • Visual timetables • Use of symbols and/or signing • Structured school and class routines • Key words displayed • Topic word banks • Show and Tell • School plays and assemblies • Talk for writing • Talk Homework 	<ul style="list-style-type: none"> • Speech and Language Groups • Social Skills groups • Pre-teaching topic vocabulary 	<ul style="list-style-type: none"> • Programmes developed by SALT (Speech and Language Therapist) and supported on a daily basis in school • Input from ASD Outreach • Dictaphones, recording devices etc • Individual structured work station • Pre-teaching topic vocabulary

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Wave 1 (Universal) Provision	Wave 2 (Targeted) Provision	Wave 3 (Specialised) Provision
<ul style="list-style-type: none"> • Whole school behaviour policy with emphasis on RA (Restorative Approaches) • RE Curriculum • PSHE/EPR curriculum • SEAL assemblies • Teaching about British Values • Positive behaviour management • Rewards (stickers, house points, raffle tickets) • Whole school / class rules • Circle Time • Playground buddies & Play leaders • Anti-bullying week • Behaviour log tracked weekly 	<ul style="list-style-type: none"> • Social Skills Group • Circle of Friends • Small group Circle Time • Transition support to next setting • Anger management programme e.g. 'A Volcano in my Tummy' • Social Stories • Individual reward / consequence system • Worry Box 	<ul style="list-style-type: none"> • Input from and strategies advised by: <ul style="list-style-type: none"> – BS (Behaviour Support) – EP (Educational Psychologist) – ASD Outreach • Home-school record • Individual behaviour plan • ELSA sessions • Risk assessments • Referral to external counselling services, e.g. CAMHS, Surrey Family & Mediation Services

SENSORY AND PHYSICAL

Wave 1 (Universal) Provision	Wave 2 (Targeted) Provision	Wave 3 (Specialised) Provision
<ul style="list-style-type: none">• Flexible teaching programmes• Staff aware of implications of physical impairment• Staff aware of any medical conditions, e.g. Food allergies; Asthma• Visual aids / modelling• Visual timetables• Use of sign to support understanding• Large/ Triangular pens/pencils• Appropriate equipment provided as needed• Writing in different textures, e.g. sand, corn flour mix, chalk• Adaptations to the physical environment, e.g. Soundfield system, ramps	<ul style="list-style-type: none">• Exercises/activities to promote fine motor skills for writing• OT exercises• Additional Handwriting group• Write from the Start handwriting programme• Motor skills programmes• Fiddle toys to aid concentration• Writing slopes• Wedge sensory seats• Pencil grips	<ul style="list-style-type: none">• Input from and strategies advised by:<ul style="list-style-type: none">– OT (Occupational Therapist)– PT (Physiotherapist)– PSSS (Physical Sensory Support Service)– SEN-ICT• Individual support in class for physical activities• Touch Typing programmes