

Provision Map

Waves of Provision at St Anne's

Where it is working effectively, the waves model will have a funnelling effect, reducing, through Ordinarily Available Inclusive Provision (OAIP) in Wave 1, the numbers requiring Wave 2 intervention, and through Wave 2, the numbers who need more intensive and individual help. This means that we will be able to target resources more effectively, at fewer pupils.

All provisions listed are **not compulsory** and may or may not be included in provision at each particular stage

Wave 1- OAIP	Wave 2- Additional targeted support First Concerns or SEN Support Plan	Wave 3- High needs, complex and long term
<p>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. It describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</p> <p>Such teaching will, for example, be based on:</p> <ul style="list-style-type: none"> • 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. • Teachers will appropriately adapt work, delivery and support based on individual needs • Regular training and INSET on teaching and learning including specific SEND training. <p>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. Quality First Teaching is supported by whole-school frameworks and policies, and schemes of work are designed to ensure all students make good progress.</p>	<p>Wave 2 is a specific, additional and time-limited intervention provided for some children who can be expected to catch up with their peers and need help to accelerate their progress to enable them to work at age-related expectations.</p> <p>Wave 2 intervention is designed for students for whom a well-structured short-term programme, delivered by support staff, enables them to make progress. These interventions are appropriately targeted and time-limited. The aim is that a short, sharp intervention will put students back on track to meet expectations.</p> <p>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.</p> <p>This may include one to one or specialist interventions.</p> <p>Wave 3 is the highest level of support available within the mainstream school. It may need to be a more intensive programme, involving more individual support or specialist expertise.</p> <p>Wave 3 support is aimed at maximising progress and minimising performance gaps.</p>

Cognition and Learning

Wave 1- OAIP	Wave 2- Additional targeted support First Concerns or SEN Support Plan	Wave 3- High needs, complex and long term
<p style="text-align: center;"> Differentiated curriculum planning Pitched questioning Modelling of skills Success criteria Frequent repetition and recall techniques Variety of strategies for recording of work Pre-teach/over teach vocabulary Different learning styles accommodated class based small guided group led sessions Paired/collaborative work Think partners 1:1 and group reading Guided writing Seating position Learning displays Next steps in marking Additional time Visual timetables Visual dictionaries Visual prompts Word mats/Alphabet strips Writing scaffolds and frames ICT/range of media Checklists Colour coding/symbols/highlighting Multisensory approaches Coloured overlays and tracking rulers Wide range of learning aids Recognised strategies for ASD, ADHD and Specific Learning Disorders (SpLD) e.g. Dyslexia Fidget toys, therabands, chairbands, wobble boards Numeracy concrete resources In class targeted teacher support 1:1 Support from Teaching Assistant/Class teacher Clear and consistent routines </p>	<p style="text-align: center;"> Small group booster sessions for literacy and maths (Teacher and TA led) Individual/small group specific support Specific interventions Toe by Toe Write from the Start Precision Teaching Keyboard skills- BBC Dancemat IDL Literacy IDL Numeracy Daily 1:1 reading </p>	<p style="text-align: center;"> 1:1 specific specialist support delivered by and in conjunction with outside agencies 1:1 TA support Educational Psychologist recommended interventions </p>

Interaction and Communication

Wave 1 OAIP

Wave 2

Wave 3

Differentiated curriculum planning
 Pitched questioning
 Modelling of skills
 Success criteria
 Frequent repetition and recall techniques
 Seating position
 Gestures to accompany speech
 Pre-teach/over teach vocabulary
 Different learning styles accommodated
 Seating plan
 Class based small guided group led sessions
 Paired/collaborative work
 Think partners
 Seating position
 Learning displays
 Additional time
 Visual timetables
 Visual dictionaries
 Visual prompts
 Word mats/Alphabet strips
 Writing scaffolds and frames
 ICT/range of media
 Checklists
 Multisensory approaches
 Wide range of learning aids
 Recognised strategies for ASD, ADHD and
 Specific Learning Disorders (SpLD)
 In class targeted teacher support
 1:1 Support from Teaching Assistant/Class teacher
 Clear and consistent routines
 Use clear adult models of speech and language, and repeat,
 emphasise and expand

Individual/small group specific support
 Specific interventions
 Small group and 1:1 Neli (Speech and Language)
 intervention
 Playground Game teaching
 Sensory circuits
 Proprioceptive exercises
 Sensory/movement breaks
 social stories and comic strip conversations
 Individual Child Profile

EHC Plan and SaLT care plan
 1:1 SaLT (Speech and Language) specialist support in
 school
 1:1 specific specialist support delivered by and in
 conjunction with outside agencies
 1:1 TA support
 Educational Psychologist recommended interventions
 Sensory Processing and Occupational Therapy specialist
 support and interventions
 Sensory environment assessment
 Sensory support plan

Social, Emotional and Mental Health

Wave 1 OAIP	Wave 2	Wave 3
<p>Differentiated curriculum planning Pitched questioning Modelling of skills Success criteria Pre-teach/over teach vocabulary Different learning styles accommodated Class based small guided group led sessions Paired/collaborative work Think partners Seating position Learning displays Additional time Visual timetables Visual dictionaries Visual prompts ICT/range of media Checklists Visual support to reinforce routines, instructions and expectations Fidget toys, therabands, chairbands, wobble boards Wide range of learning aids Recognised strategies for ASD, ADHD and Specific Learning Disorders (SpLD) In class targeted teacher support 1:1 Support from Teaching Assistant/Class teacher Clear and consistent routines</p>	<p>Individual/small group specific support Specific interventions Emotional resilience resources Circle of Friends Friendship Terrace Elsa social stories and comic strip conversations Countoons 5 point scale I need help/I need a break cards Emotional 'check-ins' Trusted adult support Playground Game teaching Sensory circuits Proprioceptive exercises Sensory/movement breaks Plan and support for transition and unstructured time Individual Care Plan Victory log Worry monster</p>	<p>EHC Plan 1:1 TA support in school 1:1 specific specialist support delivered by and in conjunction with outside agencies Educational Psychologist and CEAT recommended interventions Sensory Processing and Occupational Therapy specialist support and interventions RAMP</p>

Sensory and Physical Needs

Wave 1 QFT	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Pitched questioning</p> <p>Modelling of skills</p> <p>Success criteria</p> <p>Pre-teach/over teach</p> <p>Different learning styles accommodated</p> <p>Class based small guided group led sessions</p> <p>Paired/collaborative work</p> <p>Think partners</p> <p>Seating position</p> <p>Learning displays</p> <p>Additional time</p> <p>Visual timetables</p> <p>Visual dictionaries</p> <p>Visual prompts</p> <p>ICT/range of media</p> <p>Visual support to reinforce routines, instructions and expectations</p> <p>Fidget toys, therabands, chairbands, wobble boards, chew toys</p> <p>Wide range of learning aids</p> <p>Recognised strategies for ASD, ADHD</p> <p>In class targeted teacher support</p> <p>1:1 Support from Teaching Assistant/Class teacher</p>	<p>Individual/small group specific support</p> <p>Specific interventions</p> <p>Emotional resilience resources</p> <p>Circle of Friends</p> <p>Friendship Terrace</p> <p>Elsa</p> <p>Social stories and comic strip conversations</p> <p>Scaffolded teaching of playground games</p> <p>Countoons</p> <p>5 point scale</p> <p>I need help/I need a break cards</p> <p>Emotional 'check-ins'</p> <p>Trusted adult support</p> <p>Sensory circuits</p> <p>Proprioceptive exercises</p> <p>Sensory/movement breaks</p> <p>Plan and support for transition and unstructured time</p> <p>Individual Care Plan</p>	<p>ECH Plan</p> <p>1:1 TA support in school</p> <p>1:1 specific specialist support delivered by and in conjunction with outside agencies</p> <p>Educational Psychologist and CEAT recommended interventions</p> <p>Sensory Processing and Occupational Therapy specialist support and interventions</p> <p>RAMP</p>