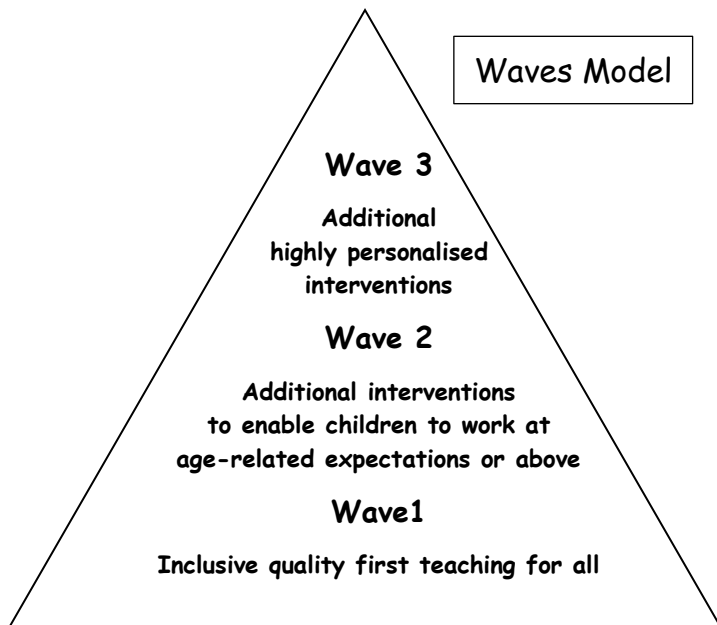




The Horsell Village School - SEND Waves of Provision

Waves Model



Wave 1 - The effective inclusion of all children in high quality teaching. Additional SEND teaching informs and supports universal high quality teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

Wave 2 - Small targeted short-term group intervention to accelerate progress and enable children to work at age-related expectations.

Wave 3 - Targeted personalised interventions for children for whom quality first teaching and Wave 2 catch-up programmes are not enough. It will involve more individual support and may include specialist expertise.

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching Assessment for learning and feedback Whole class/group/individual teaching Differentiated curriculum planning, activities, delivery and outcome Teaching strategies to support visual, kinaesthetic and auditory learners. Increased visual aids/modelling etc. Visual timetables Use of writing frames Word mats Access to word processor In class TA support Regular Formal/Informal observations 	<ul style="list-style-type: none"> In class and small group support Assessment for learning and feedback across the curriculum TA & Teacher support Phonics and Literacy Interventions Word Busters Letter Busters Assessment for learning Partnership with parents Visual timetables 	<ul style="list-style-type: none"> 1:1 support across the curriculum where appropriate Individual support plans (SEN Arrangement plans) Assessment for learning and feedback Partnership with parents LLS Phonological Awareness Programme Precision teaching Additional individual reading Support for Learning and Language Support service LLSS - outside agency

	Partnership with parents		TEACCH strategies EAL/REMA Support Educational Psychologist support(EP)
Communication and Interaction	<p>Quality first teaching</p> <p>Whole class/group/individual teaching</p> <p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language</p> <p>Teaching strategies to support visual, kinaesthetic and auditory learners</p> <p>Outside classroom</p> <p>Visual timetables</p> <p>Talk partners</p> <p>Speaking and listening activities throughout curriculum</p> <p>Time to process information</p> <p>Increased visual aids/modelling etc.</p> <p>Use of symbols</p> <p>In class TA support</p> <p>Positive verbal feedback</p> <p>Pre-teaching vocabulary</p> <p>Simplifying language</p> <p>Circle Time</p> <p>Partnership with parents</p>	<p>In class and small group support across the curriculum</p> <p>Language for Thinking programme</p> <p>Talk Boost programme</p> <p>Time to talk</p> <p>Social stories</p> <p>Communication games</p> <p>Language Gap games</p> <p>Communication Cookbook activities</p> <p>Visual timetables</p> <p>Partnership with parents</p>	<p>1:1 support across the curriculum where appropriate</p> <p>Individual support plans (SEND Support Arrangements)</p> <p>Speech Therapy Programmes</p> <p>Language Therapy Programmes</p> <p>Language Builders</p> <p>Now and Next boards</p> <p>Teachers and TAs who are trained in Makaton</p> <p>Autism Outreach</p> <p>Educational Psychologist support(EP)</p> <p>Speech & Language Therapist support (SALT)</p> <p>Language & Learning Support Service (LLSS)</p> <p>Partnership with parents</p>
Behaviour, Emotional and Social	<p>Quality first teaching</p> <p>Outside classroom</p> <p>Whole class/group/individual teaching</p> <p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Opportunities to work in a variety of group sizes</p> <p>Teaching strategies to support visual, kinaesthetic and auditory learners</p> <p>Values Approach</p> <p>Positive reinforcement - reward good behaviours</p>	<p>Social stories</p> <p>Small group circle time</p> <p>Time to Talk</p> <p>Social Skills Groups</p> <p>Draw and Talk programme</p> <p>Behaviour logs</p> <p>Partnership with parents</p> <p>Visual timetables</p>	<p>1:1 support across the curriculum where appropriate</p> <p>Individual support plans (SEND Support Arrangements)</p> <p>Input from Autism Outreach</p> <p>Individual behaviour chart/rewards</p> <p>Home/school communication book</p> <p>Drawing & Talking Therapy</p> <p>Social Stories</p> <p>Work stations</p> <p>Visual Wigit symbols/timetable</p> <p>Behaviour Support Plan</p>

	<p>Marble rewards</p> <p>Teaching strategies to support visual, kinaesthetic and auditory learners.</p> <p>Clear and consistent expectations</p> <p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Whole school/classroom contract</p> <p>Circle Time</p> <p>In class TA support</p> <p>Partnership with parents</p>		<p>TEACCH Trays</p> <p>Behaviour Support Service(BSS)</p> <p>Educational Psychologist support(EP)</p> <p>Partnership with parents</p>
<p>Sensory and Physical</p>	<p>Quality first teaching</p> <p>Teaching strategies to support visual, kinaesthetic and auditory learners.</p> <p>Outside classroom</p> <p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Adapted resources</p> <p>Pencil grips</p> <p>Movement breaks</p> <p>Time out</p> <p>In class TA support</p> <p>Partnership with parents</p>	<p>Fine motor and gross motor skills groups</p> <p>Occupational Therapy resources</p> <p>Tripod pencils</p> <p>Long looped scissors</p> <p>Writing slopes</p> <p>Movement breaks</p> <p>Partnership with parents</p>	<p>1:1 support across the curriculum where appropriate</p> <p>Individual Support plans (SEND Support Arrangements)</p> <p>Occupational Therapy resource pack</p> <p>Individual work space</p> <p>Adapted furniture/Equipment</p> <p>Multi-Sensory teaching</p> <p>Partnership with parents</p> <p>TEACCH Tray</p> <p>Outside agencies;</p> <p>Occupational Therapy support (OT)</p> <p>Physical and Sensory Support service (PSS)</p> <p>Educational Psychologist support(EP)</p> <p>Advisory Teacher for the Hearing impaired (ATHI)</p> <p>Advisory teacher for the visually impaired (ATVI)</p>