



St Francis' Catholic Primary School

Wave 1, 2 & 3 Provision

2020 – 2021

The Covid Pandemic may prevent us from offering all of the provision we would like to, this will be constantly reviewed in line with Government Advice.

In compliance with statutory guidance we define our provision in 3 Waves:

- | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WAVE 1 – | This is our core provision to effectively include all children in high-quality lessons. |
| WAVE 2 – | Targeted, small group intervention for children who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions. |
| WAVE 3 - | Personalised intervention for individual children identified as requiring SEN support. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. |

| Area of Need | Wave 1 High Quality Teaching for all pupils supported by Inclusion | Wave 2 Targeted, small group intervention | Wave 3 Personalised provision |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Communication and Interaction</p> | <p>Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving</p> <p>Children encouraged to access resources independently</p> <p>Stimulating and interactive displays which promote and support the learning and display children's work.</p> <p>Yearly Residential trips in Year 6 (Isle of Wight)</p> <p>Children peer and self-assess against learning intention and identify own next steps in learning</p> <p>Quality feedback given (verbal and written)</p> <p>School council meet fortnightly to discuss issues</p> <p>Key Stage 2 Carol Concert</p> <p>School choir (visit to Westminster Abbey/Cedar Tree/Woldingham School)</p> <p>Positive praise and behaviour strategies used by all adults</p> <p>Behaviour policy used consistently across the school</p> <p>Paired reading opportunities between lower KS1 and upper KS2 in book week</p> <p>Instructions repeated and rephrased as necessary</p> <p>Use of talk partners to allow rehearsal of ideas</p> <p>Visual Timetables in all classes</p> <p>Working Walls in all classes with key words etc</p> <p>Talent Show</p> | <p>Speech and language sessions with our specialist Teaching Assistants</p> <p>English as an Additional Language support</p> <p>Work on auditory processing</p> <p>Task Boards</p> <p>Social Skills groups</p> <p>Lego Therapy</p> <p>Pet Therapy</p> <p>Emotional Literacy Support Assistant (ELSA)</p> <p>Rainbows</p> <p>Lunch Club</p> <p>Meet and Greet for children who have anxieties about coming to school.</p> <p>Toe by Toe</p> <p>Phonics Booster sessions</p> | <p>Advice and support from Speech and Language therapists</p> <p>Speech and Language programmes delivered by Therapists or our specialist Teaching Assistants (ELKAN)</p> <p>Advice and support from Autistic Spectrum Disorder outreach Services</p> <p>Behaviour Support consultant</p> <p>Advice and support from advisory teachers and specialist services such as Educational Psychologists, Behaviour Support, CAMHs, Family Support, Speech and Language</p> |

| | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------|
| | <p>Wintershall Day (Yr 5)</p> <p>Lecto Divina</p> <p>Outdoor/Forest Day</p> <p>Visiting Theatre Groups</p> <p>Science Day</p> <p>Muli-skills Sports</p> <p>District Sports</p> <p>Forest School</p> <p>Supported Transition to next year group or school</p> <p>Talent Show</p> <p>Regular choir concerts</p> <p>Daily Mile</p> <p>Poetry and Drama Festivals</p> <p>Science Enrichment Week</p> <p>Visits to places of worship for other faiths</p> <p>Wellbeing activities</p> <p>World Book Day</p> <p>Charity Events</p> <p>Spiritual Journaling</p> | | |
| Area of Need | Wave 1 High Quality Teaching for all pupils supported by Inclusion | Wave 2 Targeted, small group intervention | Wave 3 Personalised provision |
| Cognition and | An exciting and creative curriculum which makes links between different areas of the curriculum. | Additional support in class | Personalised visual timetables |

| | | | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learning</p> | <p>Differentiated curriculum planning, activities, delivery and outcome ensure all children can access learning</p> <p>Access to IT to develop and enhance learning</p> <p>Learning Intention and steps to success shared with all children and referred to throughout lesson</p> <p>Active, engaging and challenging lesson starters and plenaries that recap on prior learning and link directly to the objectives, outcomes and success criteria of the lesson as a whole</p> <p>Differentiated questioning including open ended questions to challenge and stimulate discussion</p> <p>Themed weeks with a particular whole school focus e.g. Book Week and Science Week, Art Week</p> <p>More able children challenged through extension tasks which deepen learning</p> <p>'Learning prompts' (e.g. key words, visuals and writing frames) enhance the learning experience</p> <p>Equipment and resources clearly labelled and accessible e.g. NUMICON, number lines, 100 squares, dictionaries etc</p> <p>All year groups have planned visits and that relate to their curriculum</p> <p>Homework tasks</p> <p>Systems of marking and assessment track children's progress and show them how to move forward</p> <p>Daily guided reading sessions</p> <p>All children have a reading book at their level to take home daily</p> <p>Very clearly labelled and well organised library with a wide variety of fiction and non-fiction books</p> <p>All KS2 children have access to library daily and can choose book of their choice</p> | <p>Use of small group individual learning sessions</p> <p>Specific interventions to narrow the gap in learning and improve progress:</p> <ul style="list-style-type: none"> Booster Maths sessions Beat Dyslexia Phonics interventions Comprehension interventions Additional reading sessions SPaG (Spelling Punctuation and Grammar) groups Project X Talk for Writing Toe by Toe Talk for Reading <p>Extra resources/equipment to support learning</p> <p>Targeted intervention teaching</p> <p>Specialist teaching</p> <p>Precision teaching</p> <p>Academically Able maths interventions</p> <p>Academically Able Maths & Science Challenge Day at Brooklands Motor Museum</p> <p>Academically Able Science sessions at the local Secondary School</p> <p>Academically Able Poetry Club</p> <p>Support group Poetry Club</p> <p>'Brain Breaks' away from class</p> <p>Therapy Dog for supporting reluctant readers</p> <p>Clicker & Computer software to support learning</p> | <p>Individual and small group teaching sessions</p> <p>Advice and support from advisory teachers and specialist services such as Educational Psychologists, Behaviour Support, CAMHs, Family Support, Speech and Language</p> <p>'Brain Breaks' away from class</p> |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Teaching Assistants support delivery of curriculum</p> <p>Focused small group work</p> <p>Specialist language, PE and music teachers</p> <p>Daily library visits</p> | | |
| Area of Need | Wave 1 High Quality Teaching for all pupils supported by Inclusion | Wave 2 Targeted, small group intervention | Wave 3 Personalised provision |
| Sensory and/or Physical | <p>Specialist Sports coaches take a weekly games lesson in both Key Stages</p> <p>Appropriate seating arrangements</p> <p>Range of equipment available at playtimes</p> <p>Opportunity to use the Trim Trail (KS1 & 2)</p> <p>Astroturf playground (KS1)</p> <p>Healthy and varied meals</p> <p>Daily salad cart</p> <p>Milk and Fruit at break time in KS1 and EYFS</p> <p>Walks around local area</p> <p>Gardening area</p> <p>Staff aware of individual needs</p> <p>Use of pencil grips</p> <p>Quiet reading corner</p> <p>Large playground</p> <p>Sports competitions</p> | <p>Differentiated teaching arrangements</p> <p>Teaching Support Assistants for auditory difficulties.</p> <p>Additional handwriting activities</p> <p>Fine and gross motor skills interventions</p> <p>Medical support</p> <p>Disabled access, parking and toilets</p> <p>Workstations in the classrooms with reduced stimulation</p> <p>Quiet areas to withdraw to when over stimulated</p> | <p>Advice and support from Occupational Therapy, Physical and Sensory Support and the Health Services.</p> <p>Occupational Therapy programmes</p> <p>Individual support in PE</p> <p>Medical support tailored to individual needs</p> <p>Personalised Visual Timetables/resources</p> <p>Access to multi-sensory room</p> <p>Music Therapy</p> <p>Advice and support from advisory teachers and specialist services such as Educational Psychologists, Behaviour Support, CAMHs, Family Support, Speech and Language</p> |
| Area of Need | Wave 1 | Wave 2 | Wave 3 |

| | High Quality Teaching for all pupils supported by Inclusion | Targeted, small group intervention | Personalised provision |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social, Mental and Emotional Health | <p>Warm relationships, humour and clear expectations are fostered</p> <p>Water bottles in classroom</p> <p>Corridor displays celebrate children's work</p> <p>Year 5 children trained to be playground leaders and support KS1 children during breaktime.</p> <p>Visits to Church to support learning in RE</p> <p>Access to memorial garden for quiet reflection time</p> <p>Regular visits from Priests</p> <p>Whole school Mass at regular points during the year</p> <p>Key stage 1 Nativity Play</p> <p>Key Stage 2 Yr6 Production</p> <p>Celebration certificates presented in whole school weekly assemblies</p> <p>House Points KS1 & 2</p> <p>Before and after school clubs</p> <p>Attendance monitored</p> <p>PSHCE and Circle Time to discuss issues</p> <p>Prefects</p> <p>House Captains</p> <p>Librarians</p> <p>School Council</p> <p>Training in keeping safe on line and other safeguarding issues including social media</p> | <p>Home /school behaviour record</p> <p>Transition planning, support and liaison</p> <p>Social Skills Groups</p> <p>More Able Choir</p> <p>Rainbows, a small group therapy for children coping with any type of bereavement</p> <p>Emotional Literacy Support Assistant (ELSA)</p> <p>Nurture Group – a supported area for children who are invited to go to and play during the lunch break where they can learn social skills and make friendships</p> | <p>Advice and support from advisory teachers and specialist services</p> <p>Playground support</p> <p>Individual and in class support</p> <p>Individual behaviour plans</p> <p>Home/school liaison</p> <p>Emotional Literacy Support Assistant (ELSA)</p> <p>Advice and support from advisory teachers and specialist services such as Educational Psychologists, Behaviour Support, CAMHs, Family Support, Speech and Language</p> |

| | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | <p>Buddy Benches</p> <p>Playground Buddy</p> <p>Daily Meditation</p> <p>Learning Warriors – a celebration of sustained effort when finding a task very challenging</p> <p>Head Boy & Girl</p> <p>Wellbeing Ambassadors</p> <p>Smart Moves transition support</p> | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|