



## St Francis' Catholic Primary School

### Wave 1, 2 & 3 Provision

2017 – 2018

**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<br>High Quality Teaching for all pupils supported by Inclusion   | Wave 2<br>Targeted, small group intervention  | Wave 3<br>Personalised provision   |
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| <b>Communication and</b> | Opportunities for independent work and collaborative small group work to develop skills in a variety of areas including team work and problem solving | Speech and language sessions with our specialist Learning Support Assistants<br><br>English as an Additional Language support | Advice and support from Speech and Language therapists<br><br>Speech and Language programmes delivered by Therapists or our specialist Learning Support Assistants |

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| <p><b>Interaction</b></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>Wintershall Day (Yr 5)</p> <p>Lecto Divina</p> <p>Outdoor/Forest Day</p> <p>Visiting Theatre Groups</p> <p>Science Day</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>Learning Mentor</p> <p>Rainbows</p> | <p>Advice and support from Autistic Spectrum Disorder outreach Services</p> <p>Behaviour Support consultant</p> |
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|                               | Muli-skills Sports<br>District Sports  |  |  |
| <b>Area of Need</b>           | <b>Wave 1<br/>High Quality Teaching for all pupils supported by Inclusion</b>  | <b>Wave 2<br/>Targeted, small group intervention</b>   | <b>Wave 3<br/>Personalised provision</b>   |
| <b>Cognition and Learning</b> | <p>An exciting and creative curriculum which makes links between different areas of the curriculum.</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.</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>Wide variety of homework tasks including research</p> <p>Systems of marking and assessment track children's</p> | <p>Additional support in class</p> <p>Use of small group individual learning sessions</p> <p>Specific interventions to narrow the gap in learning and improve progress:</p> <p>Booster Maths sessions</p> <p>Beat Dyslexia</p> <p>Phonics interventions</p> <p>Comprehension interventions</p> <p>Additional reading sessions</p> <p>SPaG (Spelling Punctuation and Grammar) groups</p> <p>Project X</p> <p>Talk for Writing</p> <p>Toe by Toe</p> <p>Talk for Reading</p> <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 &amp; 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>Personalised visual timetables</p> <p>Individual and small group teaching sessions</p> <p>Advice and support from advisory teachers and specialist services</p> |

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|                                | <p>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>Learning Support Assistants support delivery of curriculum</p> <p>Focused small group work</p> <p>Specialist language, PE and music teachers</p> | Support group Poetry Club   |   |
| <b>Area of Need</b>            | <b>Wave 1<br/>High Quality Teaching for all pupils supported by Inclusion</b>  | <b>Wave 2<br/>Targeted, small group intervention</b>  | <b>Wave 3<br/>Personalised provision</b>  |
| <b>Sensory and/or Physical</b> | <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 &amp; 2)</p> <p>Astroturf playground (KS1)</p> <p>Healthy and varied meals</p> <p>Daily salad cart</p> <p>Walks around local area</p> <p>Gardening area</p> <p>Staff aware of individual needs</p>   | <p>Differentiated teaching arrangements</p> <p>Specialist Learning 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>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> |

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|  | <p>Use of pencil grips</p> <p>Quiet reading corner</p> <p>Large playground</p> <p>Sports competitions</p>  |  |   |
| <b>Area of Need</b>                        | <b>Wave 1<br/>High Quality Teaching for all pupils supported by Inclusion</b>  | <b>Wave 2<br/>Targeted, small group intervention</b>   | <b>Wave 3<br/>Personalised provision</b>  |
| <b>Social, Mental and Emotional Health</b> | <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>G &amp; T Theatre Workshop</p> <p>Celebration certificates presented in whole school weekly assemblies</p> <p>House Points KS1 &amp; 2</p> <p>Before and after school clubs</p> <p>Attendance monitored</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, supporting those with bereavement</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>Learning Mentor</p> |

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|  | <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>Buddy Benches</p> <p>Playground Buddy</p> |  |  |
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