



Godstone Primary and Nursery School

Whole School Provision Map

Waves of Teaching

Our provision map is arranged in three 'waves' of teaching as detailed in the diagram below.

The SEND Code of Practice (2015) states that:

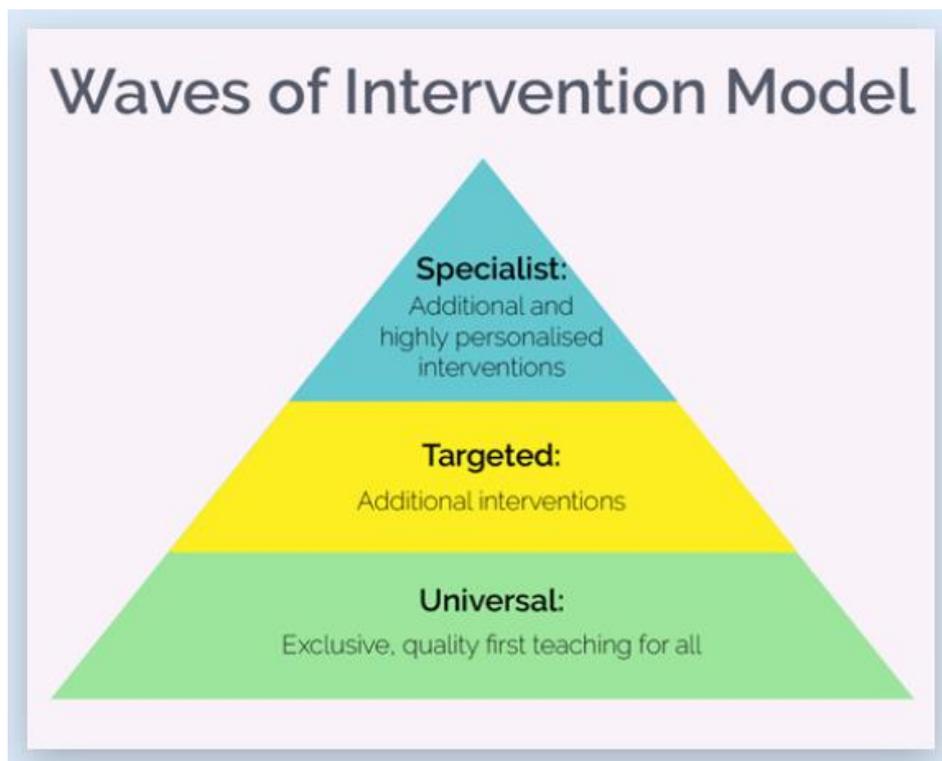
"high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people." This is the Quality First Teaching labelled as Wave 1."

And that schools are required to adopt a graduated response, which involves four stages of actions: assess, plan, do and review.

If, when we assess, we determine that a child is not making expected progress, we will plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention i.e. Wave 2.

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress, then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3.

Many children receiving Wave 3 provision will be classified as having a Special Educational Need or Disability (SEND). Further details regarding legal definition of SEND and our school's process for the identification and support of those with SEND can be found in the school's SEND Information Report found on our website.



Wave 1

Wave 1 is good 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.

Below are details of our Wave 1 provision which will be adapted according to the needs of the children:

<p><u>Curriculum</u></p> <p>Broad and balanced curriculum Exciting topics with opportunities to be creative and investigate Well-planned, differentiated lessons Use of multi-sensory approaches (visual, auditory, kinaesthetic) Focus on developing the key skill of reading which underpins learning Assemblies, trips, visiting speakers</p>	<p><u>Pastoral</u></p> <p>Inclusive ethos Nurturing environment Staff work to foster positive relationships with children and parents/carers School Council to promote pupil voice High expectations of behaviour and effort Opportunities to share work and achievements Positive reward systems Core Values supported through our Behaviour Policy</p>
<p><u>Staffing</u></p> <p>Fully qualified Teachers for every class Skilled Teaching Assistants and Higher-Level Teaching Assistant Learning Mentor and ELSA to support emotional Well-being Skilled Teaching Assistant responsible for Speech and Language Qualified Sports Coach</p>	<p><u>Environment</u></p> <p>A fully accessible school environment Classrooms are organised to encourage independence Visual timetables are displayed and updated in each classroom Learning prompts are displayed on classroom walls Children's work is displayed throughout the school Classroom rules are displayed and referred to</p>
<p><u>Assessment and Feedback</u></p> <p>Attainment and progress of all children assessed and tracked throughout the year Verbal feedback and quality first marking informs children of their next steps Good communication with parents through informal opportunities (e.g. at collection time) and formal meetings (e.g. at parent's evenings)</p>	<p><u>Resources</u></p> <p>Maths resources such as Denes, Numicon and visuals Learning resources such as word banks and writing prompts ICT Resources Varied outdoor areas Adapted resources</p>

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional	Physical and Sensory
<p>Word banks Differentiated questioning Additional take up time for processing and answering questions Range of recording methods used Talking partners Talk for writing</p>	<p>Differentiated questioning Talking partners Group work</p>	<p>Specific praise Fidget tools Movement breaks</p>	<p>Range of recording methods Supportive equipment including pencil grips, adapted keyboards</p>

Wave 2

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. In some cases we make take advice from outside agencies to enable us to target the support for children at Wave 2.

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional	Physical and Sensory
Phonics Intervention Group Maths Pre-teaching intervention group In-class support from TA or Class Teacher Use of visuals including task boards Group Spelling interventions Maths Support	Use of social stories Use of visual cues Use of symbols In class support from TA or Class Teacher Use of individual timetables including now and next boards Pre-teaching vocabulary Circle of Friends	Lunchtime and after-school clubs to build self-esteem Individual and group reward systems Social Skills Groups Construction Club Circle of Friends	Fine Motor Skills Intervention Write from the Start Gross Motor Skills activities Adapted resources such as pencil grips, seat wedges fidget or chew tools. Sensory breaks

Wave 3

Wave 3 is individualised 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. This may include access to specialist intervention, a high level of staffing or the involvement of outside agencies. An Individual Provision Map may be developed.

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional	Physical and Sensory
Involvement of specialist learning and language teacher or teaching assistant Involvement of Educational Psychology Precision Teaching Toe by Toe	Involvement of speech and language therapy service Involvement of Educational Psychology Involvement of specialist outreach teams Speech and language support overseen by SALT run by speech and language teaching assistant	Involvement of Educational Psychologist Involvement of Specialist Teaching Team Enhanced ELSA and Learning Mentor provision Individual Behaviour Continuum	Involvement of Occupational Therapist Involvement of Physiotherapist Involvement of Physical Sensory Support Service (HI, VI, PD)