



**St Mary's C of E Primary School**  
**Wave 1-3 Provision Map – Autumn 2018**

**Appendix 1**

**Wave 1**

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

**Wave 2**

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

**Wave 3**

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Area of Need	Wave 1 - All Pupils	Wave 2 – Group Intervention	Wave 3 – Individualised Intervention
Cognition and Learning	<ul style="list-style-type: none"> <li>• All teachers have qualified teacher status.</li> <li>• Regular CPD for all staff.</li> <li>• All children specifically taught about understanding themselves as learners through “A St Mary’s Learner is....” (learning attributes)</li> <li>• Targeted additional support.</li> <li>• Guided teaching groups.</li> <li>• All classes equipped with interactive whiteboard and visualiser.</li> <li>• Stimulating and interactive environment.</li> <li>• Differentiated curriculum objectives and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Written Language Skills.</li> <li>• Developing Phonological Awareness.</li> <li>• Picture Qs comprehension.</li> <li>• Auditory / Visual Memory groups.</li> <li>• Multi-sensory spelling group.</li> <li>• Reading booster group.</li> <li>• Writing booster group.</li> <li>• Rapid Maths.</li> <li>• Rapid Writing</li> <li>• Snap Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• TEACCH.</li> <li>• Toe by Toe.</li> <li>• Target 1:1 readers.</li> <li>• PAT.</li> <li>• Reading for Meaning.</li> <li>• Language for Thinking.</li> <li>• Sequencing cards.</li> <li>• Learning and Language Support / Educational Psychology involvement.</li> <li>• Coloured overlays.</li> <li>• Printed whiteboards.</li> <li>• Precision teaching.</li> <li>• Workstation.</li> <li>• Now /Next.</li> </ul>



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	<ul style="list-style-type: none"><li>• Use of writing frames and prompts.</li><li>• Assessment for learning strategies</li><li>• Clear objectives that are shared with the children and returned to at the end of the lesson.</li><li>• Collaborative group and paired work.</li><li>• Range of cross curricular practical resources to support learning.</li><li>• New vocabulary taught.</li><li>• Carefully planned questioning.</li><li>• Teaching styles making use of visual and kinaesthetic as well as auditory / verbal learning.</li><li>• Dyslexia friendly classroom strategies.</li><li>• Learning tool kits.</li><li>• Visual prompts.</li></ul>		
Communication and Interaction	<ul style="list-style-type: none"><li>• Structured school and classroom routines.</li><li>• Visual timetable.</li><li>• Processing time given to pupils.</li><li>• Language simplified to support understanding.</li><li>• Repetition of instructions where appropriate.</li><li>• Visual prompts used.</li><li>• Good language models.</li></ul>	<ul style="list-style-type: none"><li>• Pre-teaching vocabulary.</li><li>• Teaching Children to Listen.</li><li>• Developing Foundation Stage Oracy.</li><li>• Effective use of additional adults.</li><li>• Think it, Say it.</li></ul>	<ul style="list-style-type: none"><li>• Language for Thinking.</li><li>• Vocabulary teaching.</li><li>• Barrier games.</li><li>• Speech sounds work.</li><li>• Attention bucket.</li><li>• Now / next boards.</li><li>• PECs.</li><li>• PORIC – concept teaching.</li><li>• Semantic Links – linking concepts.</li><li>• Specific targets from Speech and</li></ul>



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	<ul style="list-style-type: none"><li>• Forced alternatives offered.</li><li>• Modelling of activity.</li><li>• Vocabulary banks.</li></ul>		<p>Language therapy / Educational Psychologist.</p> <ul style="list-style-type: none"><li>• ASD Outreach.</li><li>• Intensive interaction strategies.</li><li>• Social stories.</li><li>• Comic Strip Cartoons.</li></ul>
Social, Emotional and Mental Health	<ul style="list-style-type: none"><li>• Whole school behaviour policy</li><li>• Pupil Voice</li><li>• SEAL and PSHCE programme</li><li>• Circle time</li><li>• School Clubs</li><li>• Opportunities to comment and have a voice.</li><li>• Strong links with the church</li><li>• Values</li><li>• Class reward system</li><li>• Positive Touch trained staff.</li></ul>	<ul style="list-style-type: none"><li>• Self-esteem groups.</li><li>• Transition groups.</li><li>• Time to Talk.</li><li>• Socially Speaking.</li><li>• Friendship group.</li><li>• PALS Social Skills Programme.</li></ul>	<ul style="list-style-type: none"><li>• Access to a trained Emotional Literacy Support Assistant.</li><li>• Visual prompts to support understanding of emotions.</li><li>• Emotions Books.</li><li>• Social stories.</li><li>• Home / school Communication books.</li><li>• Playtime support.</li><li>• Individualised reward charts.</li><li>• Lego Therapy.</li><li>• Behaviour support plans.</li><li>• Risk assessments.</li><li>• Outside agency targets.</li><li>• HSLW involvement to support parents.</li><li>• Anger / Stress management strategies.</li><li>• Time out cards.</li><li>• Talk tokens.</li><li>• ASD outreach.</li><li>• Counselling services.</li><li>• Referral to CAMHS.</li></ul>



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<p>Sensory and / or Physical</p>	<ul style="list-style-type: none"><li>• Appropriately sized furniture.</li><li>• Range of pencils and pens.</li><li>• Pencil grips.</li><li>• Flexible teaching arrangements and preferential seating in class.</li><li>• Texts printed and available on desks.</li><li>• Touch typing.</li></ul>	<ul style="list-style-type: none"><li>• Handwriting groups/ use of the “Handies programme”.</li><li>• Body awareness groups using the “Movies programme”</li><li>• Hand to eye Co-ordination using “Vizzies programme”.</li><li>• Fine motor skills activities</li></ul>	<ul style="list-style-type: none"><li>• Individual occupational / physiotherapy therapy targets.</li><li>• Input from Physical and Sensory Support Services.</li><li>• Touch typing skills.</li><li>• Writing slopes.</li><li>• Busylegz.</li><li>• Sensory diets.</li><li>• Visual perception activities.</li><li>• Access to ICT as appropriate.</li><li>• Enlarged text.</li><li>• Ear defenders.</li><li>• “Heavy” exercises and / or heavy lap cushions.</li></ul>
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