

# Waves and Provisions

## Wave 1

### Inclusive Quality First Teaching/ Universal support for all children, without any additional provision

<b>Cognition &amp; Learning</b> (E.g. Basic skills in reading, writing, maths.)	<b>Communication &amp; Interaction</b> (E.g. speech & language)	<b>Behaviour, Emotional &amp; Social Development</b>	<b>Sensory and/or Physical</b>
<ul style="list-style-type: none"> <li>• Adaptive curriculum – planning, learning, resources, scaffolding etc.</li> <li>• SENAS support (dyslexia)</li> <li>• Pre-teaching of subject vocabulary prior to lesson.</li> <li>• Teaching sequencing as a skill</li> <li>• Text presented clearly – bullet points, clear font, headings</li> <li>• Pupils encouraged to explain what they have to do - check understanding</li> <li>• Links to prior learning explicitly made (shown in IWB)</li> <li>• Key learning points reviewed throughout lesson</li> <li>• Conceptual variation in Maths</li> <li>• Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders</li> <li>• Provide a range of writing frames</li> <li>• Word mats designed for specific subjects/lessons</li> <li>• Opportunities to work with a scribe or use ICT when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Structured class routines</li> <li>• Using songs for routines</li> <li>• Increased visual aids including pictures and symbols.</li> <li>• Visual timetables at eye level for children</li> <li>• Use of key words/vocabulary emphasised when speaking</li> <li>• Multi-sensory approaches used to support spoken language e.g. Symbols/pictures/concrete apparatus/artefacts/role-play</li> <li>• Instructions in manageable chunks</li> <li>• Checklists and task lists</li> <li>• Delivery slowed down with time given for processing</li> <li>• Prompt cards used to support understanding</li> <li>• Talking partners used</li> <li>• Classroom seating plan considered so children can see teacher and visual prompts</li> <li>• Access to a quiet work station</li> <li>• 'Word walls'/displays to develop understanding of new vocab</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasise positives in front of others to develop children's self-confidence in line with behaviour policy.</li> <li>• Give pupils classroom responsibilities</li> <li>• Refer regularly to school/classroom rules- class marbles, Worthington Way</li> <li>• Calming music</li> <li>• Breaks between tasks</li> <li>• Moving around/sensory breaks</li> <li>• Interactive strategies e.g. Whiteboards to hold up answers</li> <li>• Clear behaviour expectations modelled by staff</li> <li>• Quiet zone or sensory space</li> <li>• Visual timer/stop watch</li> <li>• Use post-it notes for questions rather than interruptions</li> <li>• 'Fiddle' toys</li> <li>• Concrete resources easily at hand to support</li> <li>• Give a 'set time' for written work</li> <li>• Transition from whole class work to independent is taught and actively managed</li> </ul>	<p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Coloured overlays/ different coloured paper</li> <li>• Consider lighting – natural and artificial</li> <li>• Eliminate inessential copying from the board</li> <li>• Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge</li> <li>• Read aloud as you write on the board</li> <li>• Avoid standing in front of windows – your face becomes difficult to see</li> <li>• Use iPad/Chromebook for reading if text is too small in physical book</li> <li>• Consider seating – sat at the front closer to board/resources</li> </ul> <p><b>Hearing</b></p> <ul style="list-style-type: none"> <li>• Careful seating – closest to the teacher</li> <li>• Keep background noise to a minimum</li> <li>• Slow down speech rate</li> <li>• Allow more thinking time</li> </ul>

<ul style="list-style-type: none"> <li>• Use of ICT/apps to reinforce what has been taught</li> <li>• Use of ICT/apps as solution to difficulties e.g. dictation, typing</li> <li>• Coloured overlays, coloured paper for worksheets &amp; coloured background on SMART board</li> <li>• Extra time to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Minimise use of abstract language/language tailored to individuals</li> <li>• Eye contact as necessary for the child</li> <li>• WellComm assessment for understanding</li> <li>• ELKLAN</li> <li>• Adopting school icons for planning</li> <li>• Mantras in Little Wandle</li> </ul>	<ul style="list-style-type: none"> <li>• Wobble cushion/resistance bands to support sitting in chairs or on carpet spot</li> <li>• Personalise teaching to reflect class' individual interests</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat contributions from other children – their voices may be softer and speech more unclear</li> <li>• Check that oral instructions have been understood</li> <li>• Face the pupil when speaking &amp; keep hands away from mouth</li> </ul> <p><b>Co-ordination</b></p> <ul style="list-style-type: none"> <li>• Sat at table where there is sufficient space</li> <li>• LH &amp; RH pupils not next to each other with adjacent hands</li> <li>• Desks at elbow height</li> <li>• Sloping desk stand if appropriate</li> <li>• Seated with minimal distractions.</li> <li>• Encourage oral presentations or use of ICT as an alternative to written work where appropriate.</li> <li>• Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting.</li> <li>• Dough disco to support fine motor</li> <li>• Range of fine motor and gross motor activities</li> </ul>
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## Wave 2

### Time limited, additional support for pupils needing to catch up

All provisions below must be recorded on Insight in the Provisions section. Entry assessment must be inputted and exit assessment must be recorded after 6 weeks. The effectiveness must be recorded following the provision.

<b>Cognition &amp; Learning</b> (E.g. Basic skills in reading, writing, maths.)	<b>Communication &amp; Interaction</b> (E.g. speech & language)	<b>Behaviour, Emotional &amp; Social Development</b>	<b>Sensory and/or Physical</b>
<p><b>Literacy Provision</b></p> <ul style="list-style-type: none"> <li>• Little Wandle Letters and Sounds revised 1:1 Keep up, Rapid Catch-up, SEND programme</li> <li>• Little Wandle Reading Sessions</li> <li>• Narrative Therapy (language skills to build on story writing)</li> <li>• KS2 - Rising Stars - On Track English Reading Comprehension</li> <li>• KS2 - Rising Stars - On Track Writing and Grammar</li> <li>• Reciprocal reading</li> <li>• Literacy provisions to meet individual needs.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Ready to Progress</li> </ul>	<ul style="list-style-type: none"> <li>• Social Stories support</li> <li>• Wellcomm Language skills assessment and resource book (Infant &amp; Primary)</li> <li>• Attention and Listening programmes</li> <li>• Vocabulary Programme</li> <li>• Thinking Skill programme</li> <li>• Blank Level of Questioning</li> <li>• Lego Therapy</li> <li>• Use of sign language/basic Makaton</li> <li>• Time to Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Social Stories – Trafford has a guide to writing social stories. This can be found in the Graduated approach documents (Social and Emotional Mental Health)</li> <li>• Talk About Self Esteem and Self Awareness Programme</li> <li>• Fidget toys/ wobble cushion, Theraband</li> <li>• Use of ear defenders to support focus</li> <li>• Weighted blankets</li> <li>• Personalise teaching to reflect pupils' individual interests</li> <li>• Social communication provision</li> </ul>	<ul style="list-style-type: none"> <li>• Trafford Sensory Impairment Support Service - Support and advice from service</li> <li>• Specialist equipment</li> <li>• Occupational Therapy/ Physiotherapy advice for PE lessons</li> <li>• 'Write From the Start'</li> <li>• Sensory Circuits</li> </ul> <p><b>Fine Motor Provision</b></p> <ul style="list-style-type: none"> <li>• Funky Fingers</li> <li>• Write from the start</li> <li>• Teach handwriting</li> <li>• Squiggle while you wiggle</li> </ul>

- KS2 -On Track Maths
- Times Tables
- Daily keep up maths

**Memory Provision**

- Memory Magic

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## Wave 3

### Provision for pupils with longer term needs

All children at this point will have a Learning Plan. Children at this stage may have an EHCP.

<b>Cognition &amp; Learning</b> (E.g. Basic skills in reading, writing, maths.)	<b>Communication &amp; Interaction</b> (E.g. speech & language)	<b>Behaviour, Emotional &amp; Social Development</b>	<b>Sensory and/or Physical</b>
<p>More personalised, regular support through specific interventions and provision matched to areas of need (see Trafford's Graduated Approach for specific areas of SEND)</p> <ul style="list-style-type: none"> <li>• Clicker</li> <li>• Little Wandle SEND Programme</li> <li>• Toe by Toe (Dyslexia)</li> <li>• Beat Dyslexia</li> <li>• LUCID Recall working memory, Dyslexia screener.</li> <li>• SEN age/ ability specific reading books</li> <li>• See and Learn (Down Syndrome)- Structured activities using visual learning techniques for learning. Targets Language and Reading, Memory, Speech and Numbers.</li> <li>• Power of 2 numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• SALT – School Support programme delivered by Teaching Assistants in school</li> <li>• SALT – Language Outreach programme delivered by TA</li> <li>• Social Skills group – Socially Speaking</li> <li>• Social Stories support</li> <li>• Wellcomm Language skills assessment</li> <li>• Visual Timetables</li> <li>• Lego Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach support from Longford Park</li> <li>• Sensory checklist</li> <li>• Trafford Sunrise (just Psychology)</li> <li>• SENAS</li> </ul>	<ul style="list-style-type: none"> <li>• TSISS - support and advice from service for hearing impairment</li> <li>• Specialist equipment</li> <li>• Occupational Therapy</li> <li>• Sensory OT</li> <li>• Se3nsory Room</li> <li>• Self-Regulation station</li> </ul>

<p>resource</p> <ul style="list-style-type: none"><li>• Plus-One numeracy resource</li><li>• Sandwell numeracy assessment</li><li>• Dynamo Maths</li></ul>			
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