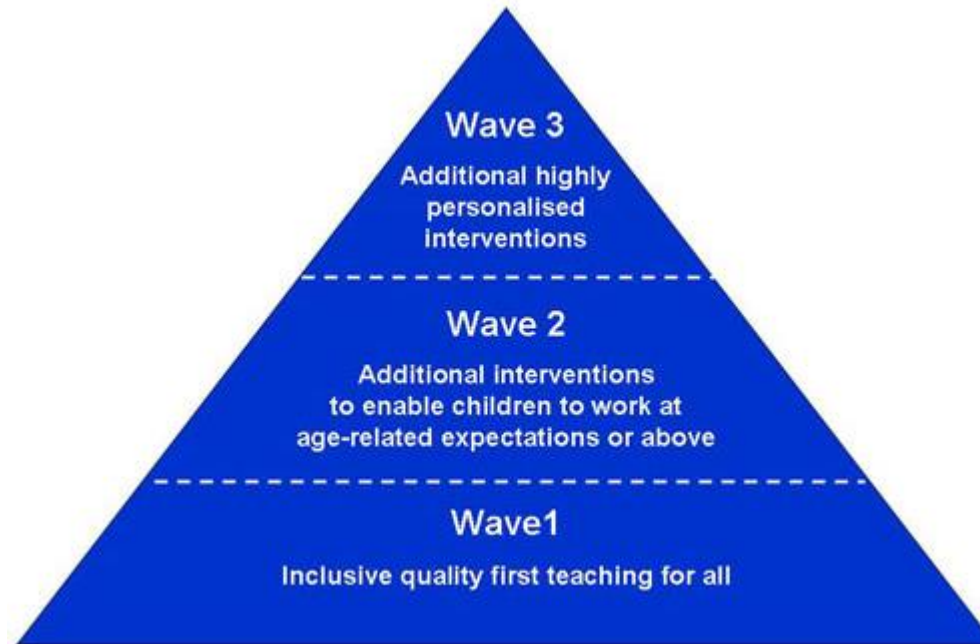


# Tatsfield Primary School Whole School Provision

There are 3 Waves of Support



- **Wave 1** describes 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.

- **Wave 2** describes specific, additional and time-limited interventions 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 pupils with similar needs. Primary National Strategy programmes such as PIPS would be regarded as Wave 2 interventions.

- **Wave 3** describes targeted 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 one to one or specialist interventions.

Area of Need - <b>Cognition and Learning</b>	<b>WAVE 1</b>
<p><b>Curriculum</b>  Broad and balanced curriculum  Regularly reviewed policies e.g. Teaching and Learning  Staff aware of pupils' individual needs and plan accordingly  Quality first teaching with differentiated curriculum, delivery, output and language  Differentiated targets, next steps and success criteria  Visual aids and prompts  Resources clearly labelled  Writing frames  Directed questioning  Learning objectives displayed  Differentiated word banks  Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials etc  Resources such as mind maps, writing frames, learning pyramids, task boards, number squares, number lines, reading ruler, word banks etc  Appropriate equipment - books, mini whiteboards etc  Multi-sensory approach such as role play/hot seating  Simplified language  Group/paired work  Guided reading in ability groups  Guided writing  Use of regular carpet time (Years R to 3)  Additional phonics support  Topic vocabulary displayed  Marking comments for next steps/advice  Regular assessment and scrutiny of all children's work and progress  Parent/Teacher consultations, annual report  Whole class opportunity to learn a musical instrument (years 2 and 5)  Challenging work for all</p> <p><b>Staffing</b>  Qualified teachers and committed support staff</p>	<p>Training opportunities for staff linked to the needs of pupils and in line with the School Development Plan  In class TA support  Access to <b>SENCo</b> to discuss concerns</p> <p><b>Pastoral</b>  Structured routines  Differentiated seating arrangement  Quality of visual display  Differentiated time to complete tasks  Talk partners  Brain gym/movement breaks  Regular Brain Breaks - Mind Up  Access to <b>SENCo</b> to discuss concerns  Displays celebrating children's work  Voluntary parent readers  Open door policy to parents  Opportunities for individual music lessons</p> <p><b>Environment/facilities</b>  Access to water bottles  Access to toilets  Structured off site visits  Access to lunchtime and after school clubs (certain age restrictions may apply)  Playground toys  Opportunities for outside learning  Clean classrooms with under floor heating and air vents, good lighting, windows with blinds  Learning Zone with Library and children's reading scheme books  Moveable laptop trolley/Learn pads  Group rooms</p>
<b>Area of Need - Communication and Interaction</b>	<b>WAVE 1</b>

## Curriculum

Broad and balanced curriculum  
Regularly reviewed policies  
Staff aware of pupils' individual needs and plan accordingly  
Quality first teaching with differentiated curriculum, delivery, output and language  
Differentiated targets, next steps and success criteria  
Visual aids and prompts  
Resources clearly labelled  
Directed questioning  
Learning objectives displayed  
Visual timetables  
Visual resources and Smart board  
Differentiated word banks  
Easy speak recording device/sound buttons  
Pupils repeating back instructions  
Teacher modelling a task  
Individual whiteboards  
Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials  
Resources such as mind maps, writing frames, learning pyramids, task boards, number squares, number lines, reading ruler, word banks etc  
Appropriate equipment - books, mini whiteboards etc  
Multi-sensory approach such as role play/hot seating  
Simplified language  
Illustrated dictionaries/spellcheckers/Barrington Stoke dictionaries KS2  
Group/paired work  
Use of regular carpet time Years R-3  
Topic vocabulary displayed  
Marking comments for next steps/advice  
Regular assessment and scrutiny of all children's work and progress  
Parent/Teacher consultations, annual report  
Challenging work for all

## Staffing

Qualified teachers and committed support staff  
Training opportunities for staff linked to the needs of pupils and in line with the School Development Plan

In class TA support  
Specialist ELKLAN trained support staff  
Access to SENCo to discuss concerns

## Pastoral

Structured routines  
Reviewed seating arrangements  
Layout of classroom designed to suit class  
Gestures  
Talk partners  
Home school diary/Reading record  
Circle time  
Supervised break and Lunchtime  
Well organised lunchtime routine  
Playground toys  
Access to lunchtime and after school clubs (certain age restrictions may apply)  
Opportunities to be on the school council and eco-committee  
Opportunities to be house captain, librarian, office monitor (Year 6)  
Displays celebrating children's work  
Opportunities to participate in school productions and performances  
Show and tell KS1  
Open door policy to parents

## Environment/facilities

Access to water  
Access to toilets  
Clean classrooms with under floor heating and air vents, good lighting, windows with blinds  
Open door policy to parents  
Moveable laptop trolley/Learn pads  
Group rooms

Area of Need - Social, Mental and Emotional Health	WAVE 1
<p><b>Curriculum</b>  Broad and balanced curriculum  Regularly reviewed policies e.g. Bullying Policy  Staff aware of pupils' individual needs and then plan accordingly  Quality first teaching with differentiated curriculum, delivery, output and language  Differentiation of expectations (curriculum, delivery and output)  Visual aids (timetable, planner)  Whole school behaviour policy with graduated response  Rewards and consequences  Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials  Seating plan  Multi-sensory teaching such as role play/hot seating  Talking partners  Circle time/<a href="#">SEAL</a> resources  Drama and Role play  Challenging work for all  Parent/Teacher consultations, annual report</p> <p><b>Staffing</b>  Qualified teachers and committed support staff  Training opportunities for staff linked to the needs of pupils and in line with the School Development Plan  Trained and experienced Learning Mentor  In class <a href="#">TA</a> support  Relevant training for school staff  Positive touch training for all staff  Safeguarding training for all staff  Access to <a href="#">SENCo</a> to discuss concerns  Attachment and Mental Health training - TAMHS</p> <p><b>Pastoral</b>  "Time out" system  Transition to new class support  Lunchtime and peer support clubs  Whole school approach  Self-esteem promoted</p>	<p>Positive/assertive discipline focus  Consistency within class/lunchtime/whole school  Playground buddies  Class assemblies, Celebration assemblies, Gold Star assemblies &amp; certificates  Assemblies focussing on specific issues  Supervised break and Lunchtime  Lunch staff trained to support playground games  Well organised lunchtime routine  Opportunities to be on the school council and eco-committee  Opportunities to be house captain, librarian, office monitor (Year 6)  Opportunities to represent the school at sports events (KS2)  Opportunities to participate in school productions and performances  Access to lunchtime and after school clubs (certain age restrictions may apply)  Access to Learning Mentor for emotional advice and support  Displays celebrating children's work  Agreed class rules for behaviour  House system for KS2  Reward systems  Opportunities for outside learning  Social Stories  Mind up  Teardrop  Friendship bench  Safe space  ABC/Star analysis  Eikon - Smart Moves Programme</p> <p><b>Environment/facilities</b>  Safe environment  Risk assessments for off site visits  Access to water bottles  Access to toilets  Access to lunchtime and after school clubs (certain age restrictions may apply)  Opportunities for outside learning</p>

	<p>Clean classrooms with under floor heating and air vents, good lighting, windows with blinds  Moveable laptop trolley/Learn pads  Group rooms</p>
<p><b>Area of Need - Physical and Sensory</b></p>	<p><b>WAVE 1</b></p>
<p><b>Curriculum</b>  Broad and balanced curriculum  Regularly reviewed policies  Staff aware of pupils' individual needs and then plan accordingly  Quality first teaching with differentiated curriculum, delivery, output and language  Flexible teaching arrangements  Teachers take account of implications of sensory and/or physical impairment  Availability and access to resources e.g. - writing slopes, pencil grips, wobble cushions, left hander scissors  Suitable positioning in class  Appropriate lighting  Visual prompts  Role play  Brain breaks  Teacher faces children when speaking  Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials  Motor development supported through PE  Parent/Teacher consultations, annual report  Coloured acetates/reading rulers, varied background colour on IWB/paper  Multi-sensory approach to teaching</p> <p><b>Staffing</b>  Qualified teachers and committed support staff  Training opportunities for staff linked to the needs of pupils and in line with the school development plan  In class TA support  Specialist OT TA  Access to SENCo to discuss concerns</p>	<p><b>Pastoral</b>  Appropriate positioning in classroom for HI/VI  Regular movement breaks  Emergency evacuation plan  Fiddle toys, writing slope, move n' sit cushion, wobble cushion, ear defenders, chewelry, black out tent, weighted lap rest, beanbag etc  Appropriate positioning in classroom for HI/ VI  Supervised break and Lunchtime  Access to trim trail at least once a week  Playground toys  Displays celebrating children's work  Access to lunchtime and after school clubs (certain age restrictions may apply)</p> <p><b>Environment/facilities</b>  Personal allocated space  Suitable furniture (correctly sized) and space  Opportunities for outside learning  Trained first aiders  Trained epipen users  Medical room with bed and shower  Locked medical cabinet  Clean, clear, spacious corridors and hall  Large hall with good lighting and ventilation  One storey building with good access  Regular testing of electrical equipment  Clean classrooms with under floor heating and air vents, good lighting, windows with blinds  Moveable laptop trolley/Learn pads  Group rooms  Access to shade under the Gazebo  Safe environment  Risk assessments for off site visits  Access to water bottles</p>

Access to toilets  
Safe and regulated transport arrangements for off site visits

**Wave 2** - in addition to Wave 1 (Children will access interventions appropriate to their need, if necessary will be added to SEND register)

Area of Need	Wave 2
<b>Cognition and Learning</b>	Individual Provision Map/One page profile (pupil voice) if on SEND register <b>Maths interventions:</b> Number games, Numicon, 5 minute number box, Times Table groups Success@arithmetic (year 4/5) Dyscalculia Toolkit <b>Literacy interventions:</b> HFW (High Frequency Words), reading and spelling Computer speak/dictate function in Word Memory Magic Phonics - Phonemes and graphemes based on Letters and Sounds ELS (Early Literacy Support) Year 1 Beat Dyslexia (Year 3) Toe by Toe ORT reading scheme/Code X/ Reading Comprehension Nessy Fingers - touch typing/spelling Sentence Writing, dictation exercises Staff Continued Professional Development Teaching Assistant Training in specific interventions
Area of Need	Wave 2
<b>Communication and Interaction</b>	Individual Provision Map/One page profile (pupil voice) if on SEND register Speech activities to develop speech sounds, vocabulary, grammar, language/Black Sheep Press Staff Continued Professional Development Teaching Assistant Training in specific interventions
Area of Need	Wave 2
<b>Social, Mental and Emotional Health</b>	Individual Provision Map/One page profile (pupil voice) if on SEND register Individual behaviour plan Social skills group - Socially Speaking/Time to Talk/Blacksheep Press - Talking About Friends/Talking About Classroom Behaviour/Talking About School/Social Responses - Intermediate Level Anger management and calming strategies e.g. 5-point scale Targeted Check ins Self-Esteem Group Extra support for transition to new class or key stage/photo book Staff Continued Professional Development Teaching Assistant Training in specific interventions Zones of Regulation

	Learning Mentor time 1:1
<b>Area of Need</b>	<b>Wave 2</b>
<b>Physical and Sensory</b>	Individual Provision Map/One page profile (pupil voice) if on SEND register Additional supported activities preparing for handwriting (fine motor skills); cutting, pouring, playdough, buttons, sewing etc. and gross motor skills- OT resource pack activities Touch typing skills to develop alternative methods of recording -Nessy Fingers Teaching Assistant Training in specific interventions

### Wave 3 - in addition to Wave 1 and 2

<b>Area of Need</b>	<b>Wave 3</b>	<b>Outside Agencies who may be involved</b>
<b>Cognition and Learning</b>	Outside agency advice/support Fischer Family Trust Literacy Support One to One support where necessary	EP LLS GP Paediatrician
<b>Area of Need</b>	<b>Wave 3</b>	
<b>Communication and Interaction</b>	Outside agency advice/support Speech and Language groups based on outside agency targets	EP LLS SALT ASD outreach (Linden Bridge school) BS GP/Paediatrician/HV
<b>Area of Need</b>	<b>Wave 3</b>	
<b>Social, Mental and Emotional Health</b>	Outside agency advice/support	EP BS Exclusion and reintegration CAMHS GP Paediatrician HV Social Care Surrey Family Support Team Learning Mentor Community Police EWO ASD outreach (Linden Bridge school)

		Surrey Young Carers
<b>Area of Need</b>	<b>Wave 3</b>	
<b>Physical and Sensory</b>	Outside agencies advice/support Specific equipment; Therapy ball Physiotherapy programme Occupational Therapy programme (1:1 sensory circuits if appropriate) Speed up programme Write start programme	EP PSS Advisory teacher assessment (e.g. from SALT) and follow up activities for VI/HI OT Physiotherapist

## The role of SENCo

### "WHAT IS A SENCo?"

SENCo stands for "Special Educational Needs Co-ordinator". A SENCo is responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCo.

### "WHAT DOES A SENCo DO?"

The SENCo will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them. The SENCo has responsibility for requesting the involvement of an Educational Psychologist and other external services. This also includes general SEND assessments, administration and parental support.

The SENCo should have the support of the head teacher and other teachers to try and develop effective ways of overcoming barriers to a child's learning and ensuring that they receive effective teaching through assessing the child's needs and setting targets for improvement. SENCos must also collaborate with curriculum co-ordinators at the school to make sure that the learning requirements of all children with SEND are given equal emphasis and priority.

A SENCo will work with the teacher to consider the child's needs, and will take the lead role in getting further assessment of a child where necessary, by contacting the LA. They normally will be responsible for making a request of the LA for an EHC Assessment which may result in an Educational Health and Care Plan.

## Guide to acronyms

ASD	Autistic Spectrum Disorder
STIPS	Specialist Teachers for Inclusive Practice
CAMHS	Child and Adolescent Mental Health Service
ELKLAN	Training delivered by speech and language therapists to educate staff to enable them to be more effective in their support of children with speech, language and communication needs
ELS	Early Literacy Support



EP	Educational Psychologist
EIO	Education Inclusion Officer
HI	Hearing Impairment
HV	Health Visitor
ICT	Information and Communication Technology
IWB	Interactive White Board
OT	Occupational Therapy
PSS	Physical and Sensory Support
SALT	Speech and language Therapy
SEAL	Social and Emotional Aspects of Learning (teaching resources)
SENCo	Special Educational Needs Co-ordinator
TA	Teaching Assistant
VI	Visual Impairment