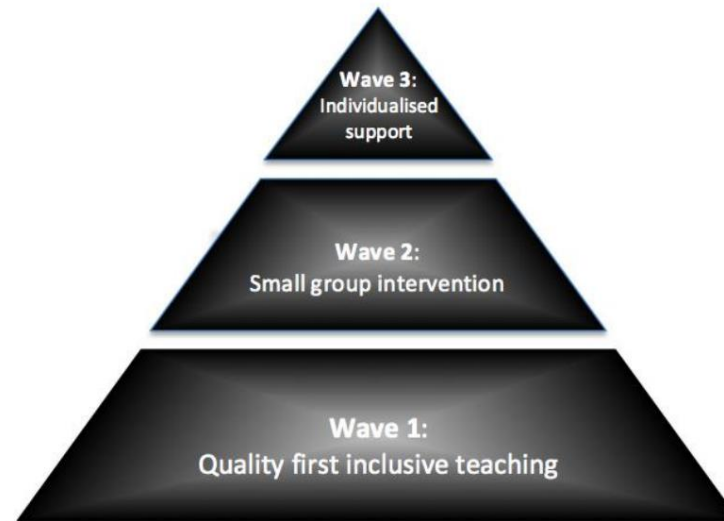




Valley Primary School:



Waves of Teaching



Our provision map is arranged in three 'waves' of teaching as outlined in the diagram above. 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.

Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress they should 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 (SEN). Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's Special Educational Needs Information Report.



Valley Primary School: Provision Mapping



2024/2025:

WAVE 1:

Wave 1 is quality-first, inclusive teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children.

<p><u>Curriculum</u></p> <ul style="list-style-type: none">• Broad and balanced curriculum.• Exciting topics with opportunities to be creative and investigative through meaningful Aspires.<ul style="list-style-type: none">• Express outcomes to share with Stakeholders.• High quality, differentiated lessons.• Use of multi-sensory approaches.• Focus on developing key skills (power of reading, Mathletics/TTRS/Numbots, KIRFS, spell seekers).<ul style="list-style-type: none">• Assemblies, trips, visiting speakers and themed days.• Home/school communication through reading records and class email.<ul style="list-style-type: none">• Activate.• Widgit symbols for key vocabulary.	<p><u>Pastoral</u></p> <ul style="list-style-type: none">• Inclusive ethos which celebrates difference.• Dedicated pastoral staff team to support families.<ul style="list-style-type: none">• Encouraging and nurturing philosophy.• Jigsaw PSHE curriculum – floor books to evidence.• Staff work to form positive, supportive relationships with children and parents/carers.<ul style="list-style-type: none">• School council to promote pupil voice.• High expectations of behaviour and effort – house points.• Opportunities to share work and achievements with a range of audiences.<ul style="list-style-type: none">• Parent liaison email contact.• Wellbeing scaling.• Worry jars.
<p><u>Staffing</u></p> <ul style="list-style-type: none">• Fully qualified teachers for every class.• Qualified SENCo overseeing provision on both sites.• Skilled Teaching Assistants and Higher-Level Teaching Assistants in each phase.• Learning Support Assistant support in The Hub for targeted intervention.<ul style="list-style-type: none">• Home School Link Worker to support emotional well-being.<ul style="list-style-type: none">• Skilled club leaders.• Pastoral Lead, Autism Lead and Dyslexia Champions.• ARC – Specific speech and language difficulties.<ul style="list-style-type: none">• Team teach trained practitioners.	<p><u>Environment</u></p> <ul style="list-style-type: none">• Classrooms are organised to encourage independence – Smart Sacks; Maths and English table boxes, Widgit vocabulary on all displays.<ul style="list-style-type: none">• Visual timetables are displayed and updated in each class.• Learning prompts are displayed on classroom walls.• Children’s work is displayed throughout the school corridors.<ul style="list-style-type: none">• Classroom rules are displayed and referred to.• 3B4T, zone board, BLP and Valley Vision displayed in classrooms.<ul style="list-style-type: none">• Named trays and coat pegs.• Sensory outdoor area for EYFS.• Sensory room for each phase.• Outdoor learning provision.• Specialised Hub for targeted intervention support.
<p><u>Assessment and Feedback</u></p> <ul style="list-style-type: none">• Attainment and progress of all children assessed and tracked throughout the year.<ul style="list-style-type: none">• Verbal feedback and quality first marking informs children of their next steps.• Good communication with parents through informal e.g. at collection time and formal means e.g. at parent’s evenings.	<p><u>Resources</u></p> <ul style="list-style-type: none">• Maths resources such as 100 squares, dice, number lines, diennes.<ul style="list-style-type: none">• Learning resources such as writing prompts and word banks.• ICT Resources e.g. iPads, laptops, sound buttons, Dictaphones, Immersive Reader, Wize Floor.• Varied outdoor areas including trim-trails, sandpit, garden beds, exploration areas, sheltered areas and the field.

Reviewed: September 2024 – Alex Heaven (Inclusion Lead and SENCO)



Valley Primary School: Provision Mapping

2024/2025

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 may take advice from outside agencies to enable us to target the support for children at Wave 2. For this, we will always seek parental consent first.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none">• Additional visual aids/resources.• Coloured overlays/reading rulers.• Additional reading, often 1:1.• Small group targeted support to close gaps in core subjects (eg. Number fluency, spelling, phonics).• Use of small steps curriculum to plan provision in reading, writing or maths.<ul style="list-style-type: none">• Task boards.• Precision teaching.• Pre-teaching.• Additional assessment by SENCO/outside agencies.• Targeted adult support in lessons, either for an individual or a group.<ul style="list-style-type: none">• Wise floor 1:1 provision.• Ipad and Laptop provision.• Homework and uniform adjustments.	<ul style="list-style-type: none">• Emotional literacy support through our pastoral team (mindfulness group, zones of regulation group).• Speaking and listening skills group (Language Link; Wellcomm).• Personalised visual timetable or 'now and next' board.• Pre teaching of key vocabulary. (using picture cards or Makaton where necessary).• Dictaphones to record before writing.• Colourful Semantics sentence work.• Input from top-up SLT service.• Communicate in print/Widget.<ul style="list-style-type: none">• PECS cards.	<ul style="list-style-type: none">• Additional support at break time or lunchtime.<ul style="list-style-type: none">• Friendship circles.• 'Meet and greet' from key adults at transition points.<ul style="list-style-type: none">• Individual reward system.<ul style="list-style-type: none">• Social stories.• Transition support.• Support from Home School Link Worker.<ul style="list-style-type: none">• Thrive assessments.• Sensory room (Starlight Room) – Soft starts and end-of-day decompress; guided meditation, mindfulness.• Input from top-up SEMH service.<ul style="list-style-type: none">• Boxall screenings.• Ordinary Magic support.	<ul style="list-style-type: none">• Carpet spots/cushions.<ul style="list-style-type: none">• Enlarged texts.• Fidget toys.• Chewelley/chew pencil toppers.• Individual health care plans and risk assessments.• Fine motor skill groups (Dough Disco and Fizzy Hands).• Gross motor skill groups (BEAM)<ul style="list-style-type: none">• Sloping board for desk.• Specialist resources (e.g. lap weights and wobble cushions).<ul style="list-style-type: none">• Targeted adult support.• Specific seating position in class.<ul style="list-style-type: none">• Use of a laptop.• Movement breaks.• Enlarged work.• Weighted blankets.• Chair resistance bands.<ul style="list-style-type: none">• Ear defenders.• Sensory room (Starlight Room) – sensory diet work, sensory circuits.



Valley Primary School: Provision Mapping



2024/2025

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 specialist interventions, a high level of staffing, or the involvement of outside agencies. A SEND Support Plan (IEP) will be developed.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none">• Individual targets recorded and reviewed regularly using Individual Education Plan (IEP).• Intensive support from additional adult.• Input from specialist teaching service.• Input from speech and language service.• Input from Educational Psychologist.• Input from Early Years support service.	<ul style="list-style-type: none">• Input from speech and language support (SALT) – 1:1, individual targets.• Individual visual resources – timetable, task board, phonics mat.• Input from Autism Outreach Team.• Use of communication tools such as PECS and Makaton.• Input from SLCD service.	<ul style="list-style-type: none">• Targeted social skills work – 1:1 or small group.• Individual behaviour plan.• Input from primary behaviour support (Warwickshire).• Input from specialist outreach services (e.g. Refresh, Cedars).• Referral to CAMHS (SOLAR) team.• Family support worker.<ul style="list-style-type: none">• Boxall profiles.• EBSN (non-attenders).• Input from SEMH service.• Early Help assessment.• 	<ul style="list-style-type: none">• Physical/sensory additional support in class/during PE/lunchtimes.• OT programme.• Sensory diet.• Referral to occupational therapy/physiotherapy/physical and sensory support service.• Access to specialist equipment (e.g. chairs) as needed.• Involvement of hearing specialist/vision specialist teacher and adjustments made according to advice given.



Valley Primary School: Provision Mapping

2024/2025

INTERVENTIONS:



The following table details the range of interventions that are currently available in our school:

<u>Area</u>	<u>Intervention</u>	<u>Overview</u>	<u>Length of intervention</u>	<u>Ratio</u>	<u>Adult delivering intervention</u>
Cognition and Learning Maths	Numicon	Use of concrete resource to support learning	Daily support in maths lessons	Individual work	Teacher
	Numberstacks	Use of place counters and videos to learn key concepts of calculation.	3-5 times weekly 15 minute sessions	1:1 Small groups	TA
Cognition and Learning Literacy	Nessy	Synthetic phonics based programme to support dyslexia and language skills	Daily 20 minute session on ipad	Individual work	TA
	Read, Write, Inc.	Synthetic phonics programme that ensures early success in reading	Daily 30 minute session	1:8	TA/Teacher
	SNIP	Aimed at increasing reading and spelling and uses the primary high frequency words (HFW) – for pupils 8+.	Daily 10 minute session	1:1	TA
	Printing Like A Pro	Developing fine motor and perceptual skills to develop muscles in hand for handwriting.	Daily 10 minute session	1:1	TA
	Write Away Together	Designed for children who are not making progress with their writing skills.	3 times a fortnight.	1:1	TA

	Colourful Semantics	Therapy technique which uses colour coded cards to help children to learn the important elements of a sentence and how to join them in the correct order.	Flexible sessions	Whole class, group work or individual target work based on need, KS1-KS2	Teacher/TA
Communication and Interaction	Language Link	Online assessment and intervention package providing support for children with language difficulties.	Initial assessment (20 minutes) 1:1 and then 30 minutes weekly.	Year1 – Year6 Small groups (Maximum 6)	TA
	Chatty Chums	Develop social interaction skills and improve oral language skills.	20 minutes, 2-3 times a week	Reception-Year 2	TA
	WellComm	Speech and Language toolkit for Early Years to support language understanding.	Weekly 30 minute session	Nursery-Reception 1:1 Small group	TA
Emotional, Behavioural and Social	Zones of Regulation	Visual system used to control emotion-driven behaviours by managing overwhelming emotions.	Weekly 30 minute session	Small group (Maximum 5)	Pastoral lead
	The Big A	Individual intervention to help newly diagnosed children to understand their autism skills.	Weekly 30 minute session	1:1	Pastoral lead
	Mindfulness	Small group work to develop calming strategies to manage big emotions.	Weekly 30 minute session	Small group (Maximum 6)	Pastoral lead
	Karen Treisman therapeutic treasure deck	Use of feelings cards and sentence completion cards to offer support with anxiety/self-esteem/bereavement/trauma through fun, non-threatening activities.	Weekly 20 minute session	1:1	Pastoral lead/TA
Sensory and Physical	BEAM	Structured PE programme to develop early motor skills.	Weekly 1 hour session for 6 weeks	Whole class or individual, based on need	Teacher/TA

	Dough Disco	Programme involves moulding dough to music, performing different actions to strengthen fine motor skills.	Daily 5 minute session (children in nursery and reception)	Small group (Maximum 6)	Teacher/TA
	Fizzy Hands	NHS level 1-3 programme to develop skills in balance, body awareness, co-ordination and fine motor skills.	X3 weekly 20 minute session.	1:1	TA
	Squiggle whilst you Wiggle	Uses dance and large movements to help children develop fine muscle control needed for writing.	3 minutes daily	EYFS – whole class or individual, based on need	Teacher/TA