

Whole School Provision Map by Waves

	Wave 1 (Universal) Provision	Wave 2 (Targeted) Provision	Wave 3 (Specialised) Provision
Cognition & Learning	<ul style="list-style-type: none"> • Active involvement in board work/ lesson inputs • Coloured background used on Interactive Whiteboard • Differentiated curriculum, activities, delivery and outcome • Enhanced provision, e.g. Curiosity Corner <i>[Reception]</i> • Explicit, shared learning objectives and success criteria • Guided reading sessions <i>[Reception and Years 1 & 2]</i> • Individualised targets shared with children • Interactive/ dyslexic friendly displays • Learning presented in small manageable chunks in a range of styles, understanding checked and instructions repeated if needed • Learning/ talk partners • Mentoring <i>[Years 2, 4, 5 & 6]</i> • Peer and self-assessment • Physical/ practical apparatus (e.g. Numicon) • Scaffolding of learning tasks • Shared learning journeys <i>[Reception]</i> • Stimulating learning environment • Streamed Maths lessons <i>[Years 2 to 6]</i> • Systematic Synthetic Phonics Programme (Little Wandle) <i>[Reception to Year 2]</i> • Universalised fonts - print only <i>[Reception to Year 2]</i> or print only for dyslexic readers <i>[Years 3 to 6]</i> • Use of breakout/ quiet spaces <i>[Years 1 to 6]</i> • Use of knowledge organisers <i>[Years 1 to 6]</i> • Use of technology to capture attention • Use of writing frames/ checklists/ task planners/ timers • Visual aids (e.g. multiplication grids/ number lines)/ modelling • Word mats/ key word lists <i>[Years 1 to 6]</i> • Writing checklists/ toolkits <i>[Years 1 to 6]</i> 	<ul style="list-style-type: none"> • Access arrangements for assessments <i>[Years 1 to 6]</i> • Alphabet/ grapheme mat on table to aid letter formation <i>[Years R to 3]</i> • Coloured overlays for reading • Extra 1:1 reading sessions <i>[Years 3 to 6]</i> • Intervention groups covering all aspects of English and Maths • Little Wandle Keep-up sessions <i>[Years R to 2]</i> • Little Wandle Rapid Catch-up programme <i>[Years 1 to 6]</i> • Little Wandle reading sessions <i>[Years 3 to 6]</i> • Nessy Reading and Spelling programme <i>[Years 3 to 6]</i> • Phonics Check booster <i>[Year 1]</i> • Pre/ follow-up teaching of key concepts • Preferential seating (including position, e.g. on focus table/ chair rather than floor space/ away from distractions/ close to adult/ left-handers) • TA support during morning lessons (small group) • Tailored homework tasks <i>[Years 3 to 6]</i> 	<ul style="list-style-type: none"> • Attention Autism programme <i>[Years R to 3]</i> • In class individual or paired support from LSA • Input from and strategies advised by an Educational Psychologist • Little Wandle SEND programme <i>[Years 2 to 6]</i> • Precision Teaching approaches

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Communication & Interaction	<ul style="list-style-type: none"> • Extra time allowed to process information • Key vocabulary on display • Simplified language, avoiding use of non-literal language • Speech and Language support, e.g. Poetry Basket <i>[Reception]</i> • Structured school and class routines • Subject-specific word banks (vocabulary) • Visual aids/ modelling • Vocabulary slides and word cards <i>[Reception]</i> 	<ul style="list-style-type: none"> • Language sessions (EAL) • Now/ next board • Pre-teaching of topic vocabulary (not Y4) • Speech and language sessions <ul style="list-style-type: none"> - Barrier games - Blanks levels <i>[Years R to 6]</i> / Language for Thinking programme <i>[Years 3 to 6]</i> - Lego Therapy <i>[Years 3 to 6]</i> - Memory Magic programme <i>[Years 3 to 6]</i> - Specific language concepts, e.g. pronouns, instructions - Vocabulary/ word finding - Speech production • Speech and Language Therapist observation/ triage <i>[Year R]</i> • TA support during morning lessons (small group) 	<ul style="list-style-type: none"> • In class individual or paired support from LSA • Programmes developed by Speech and Language Therapist and supported on a daily basis in school • Reading Between the Lines programme <i>[Years 3 to 6]</i> • Use of symbols and/ or signing
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Buddy system between Year 6 and Reception children <i>[Reception and Year 6]</i> • Circle time <i>[Reception and Years 1, 2, 4 & 6]</i> • Mindfulness colouring • Positive behaviour management, including whole class reward system • Safe space/ tent with sensory support tools (in medical area) • Transition programme for incoming Reception children <i>[Reception]</i> • Transition visits to next class/ teacher • Transition warnings • Visual timetable and talk-through • Whole school behaviour policy with emphasis on therapeutic thinking approach • Whole school worry box • Whole school/ class rules • Zones of Regulation whole-school approach, including classroom display and Zones Check-Ins 	<ul style="list-style-type: none"> • Behaviour logs • ELSA (Emotional Literacy Support Assistant) check-ins • Emotional Literacy sessions (e.g. Zones of Regulation/ anxiety/ self-esteem) • Individual reward system • Input from and strategies advised by a Primary Mental Health Worker • Mental Health Surgery strategies • TA support during break/ lunch • TA support during morning lessons (carpet time) <i>[Year R]</i> • TA support during morning lessons (small group) <i>[Years 1 to 6]</i> • Therapeutic Small Garden (Nature Area) for break/ lunch <i>[Years 3 to 6]</i> 	<ul style="list-style-type: none"> • In class individual or paired support from LSA • Input from and strategies advised by an Educational Psychologist • Primary Mental Health Worker involvement

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Physical and/ or Sensory	<ul style="list-style-type: none"> • Calm down/ busy box <i>[Reception and Years 1 & 2]</i> • Fine motor activities/ hand strength and manipulation activities <i>[Reception and Y1]</i> • Flexible teaching arrangements • Individual movement breaks (lanyards), e.g. wall press-ups • Large/ triangular pencils <i>[Reception]</i> • Staff aware of any medical conditions, e.g. food allergies, asthma • Staff aware of implications of physical/ sensory impairment • Whole class movement/ sensory breaks • Write Well handwriting programme • Writing in different textures, e.g. sand, cornflour mix, chalk <i>[Reception]</i> 	<ul style="list-style-type: none"> • Ear defenders • Fine motor activities/ hand strength and manipulation activities <i>[Years 2 to 6]</i> • Handwriting booster • Large/ triangular pencils <i>[Years 1 to 5]</i> • Pencil grips <i>[Years R to 5]</i> • Sensory Room • Sensory tools (TheraBand, chewable items, fidget tools) • Sloping desk • TA support during morning lessons (carpet time) <i>[Year R]</i> • TA support during morning lessons (small group) <i>[Years 1 to 6]</i> • Typing lessons (Nessy Fingers) <i>[Years 3 to 6]</i> • Use of laptop for longer written tasks <i>[Years 3 to 6]</i> • Weighted jacket <i>[Years R to 1]</i> • Wobble/ wedge cushion • Write from the Start programme • Yellow highlighting (to aid handwriting/ letter formation) 	<ul style="list-style-type: none"> • In class individual or paired support from LSA • Occupational Therapist involvement • Occupational Therapy programme

Wave 1 Provision, or 'Quality First Teaching', is the effective inclusion of all pupils in high-quality everyday personalised teaching, which takes into account the learning needs of all the children in the classroom. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave 2 Provision is targeted catch-up provision for groups to 'put children back on course'. It describes specific, additional and time-limited interventions over and above what is offered at Wave 1. These interventions have clear entry and exit points and are often in the form of small-group intervention which aims to accelerate progress and enable children to 'catch up' and work at or above age-related expectations. Wave 2 interventions are not primarily SEN interventions. However, children included in Wave 2 interventions may be being monitored under SEN Support.

Wave 3 Provision describes deeper intervention, offering more specialised provision if Wave 2 hasn't worked. Children at Wave 3 may have particular needs related specifically to maths or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/ or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2. It is 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.