

Whole School Provision of the intervention and support arrangements in place for children

at

Clarendon Primary School



**In school, Intervention and support for children is provided in a range of ways, depending on the needs of each individual child.
The different levels of support provided are outlined below and have been categorised as either Wave 1, 2 or 3.**

Wave One

Overview of Wave One Provision at Clarendon Primary School

Definition:

Wave One is good quality inclusive teaching which takes into account the learning needs of all children in the classroom. Wave One includes the provision of differentiated work and the creation of an inclusive learning environment. The following are just some examples of our Wave One Provision.

*Please note, our provision may vary according to the needs of the cohort.

If you want to find out more, you are welcome to make an appointment to visit the School.

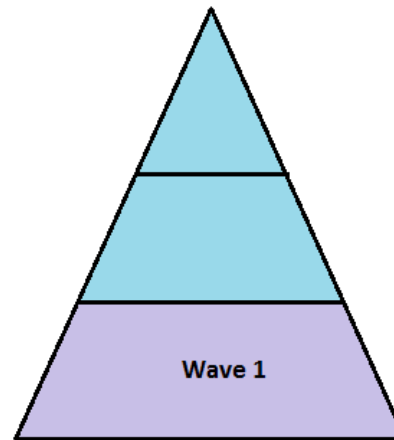
All information is correct at the time of publication.

Cognition and Learning

- Quality First teaching
- Differentiated curriculum planning
- In-class Teaching and Learning Assistant in EYFS and Key Stage 1 and targeted teacher support in KS2
- Use of visual timetables and other visual aids
- Use of support materials such as task boards and first/then boards
- Use of writing frames
- Smaller Maths teaching groups for Year 5 and 6
- Guided group teaching within lessons
- Access to Information Communication Technology in a dedicated ICT suite
- Regular staff training as appropriate

Communication & Interaction

- Use of modified language
- Use of visual prompts/ timetables
- Use of structured school and class routines
- Regular staff training as appropriate



Social, Emotional and Mental Health

- Whole-school behaviour policy incorporating a range of strategies such as the red/yellow card sanctions system. Regular feedback to parents as well as the use of rewards, praise and celebration.
- Individualised class reward systems
- Focused work to support children with their personal, Social, Health and Emotional development
- Ongoing development of the social emotional aspects of learning
- Weekly achievers assembly and half term merits
- Class circle time
- Regular staff training as appropriate

Sensory and Physical

- Flexible teaching and support arrangements
- Access to writing slopes, pencil grips and posture supports such as sensory (wobble) cushions
- Moving and handling training
- Dedicated pupil welfare assistant trained to deliver medication for conditions such as Attention Deficit Hyperactivity Disorder, Epilepsy or Anaphylactic shock.
- Regular staff training as appropriate

Wave Two

Overview of Wave Two Provision at Clarendon Primary School

Definition: Wave Two 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 and is often in addition to the support received in Wave One. Wave Two interventions are often targeted at a group of pupils with similar needs. The following are just some examples of our Wave Two Provision.

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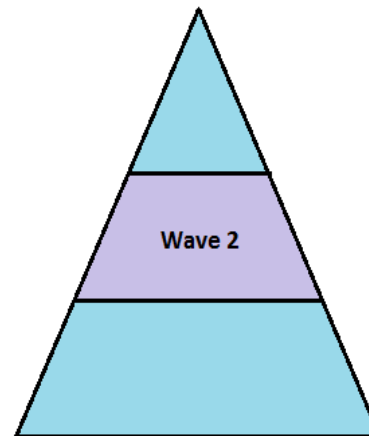
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Cognition and Learning

- Access to specific time bonded interventions
- Use of Literacy and numeracy catch-up programmes such as Hi Five, Catch up Literacy, Snap Maths and, from the end of December 2014, First Class number.
- Targeted booster lessons (KS2)
- Targeted in-class support from the Teacher/Teaching and Learning Assistant
- Referral to and support from the Learning Language Service (LLS)

Social, Emotional and Mental Health

- Access to Specific time bonded interventions
- Group circle time sessions
- In-class support for supporting behaviour targets/access/safety
- Use of individual support plans and reward systems as appropriate (as discussed with parents /carers)
- Referral to nurture group or CAMHs Service
- Inclusion in the talking and drawing programme (as discussed with parents / carers)
- Referral to and support from the Behaviour Support Outreach Services



N.B Where specified needs have been outlined, we may use a range of other programmes to support these identified needs. (These may not all be listed here.)

Communication & Interaction

- Access to Specific time bonded interventions
- Pre teaching of subject specific vocabulary, as appropriate
- Access to a social skills group
- Referral to and advice from the Speech and Language Therapy service and the Learning Language Service (LLS)

Sensory and Physical

- Access to Specific time bonded interventions
- Additional fine motor skills practice
- Completion of individual risk assessments
- In-class support for supporting pupil access/safety
- Access to sensory areas and equipment (this may include such items wobble cushions and weighted lap cushions).
- Referral to (and advice) from the OT and Physio services

Wave Three

Overview of Wave Three Provision at Clarendon Primary School

Definition: Wave Three 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 and are often in addition to the support received in Waves One and Two. This may include one to one or specialist interventions. The following are just some examples of our Wave Three Provision.

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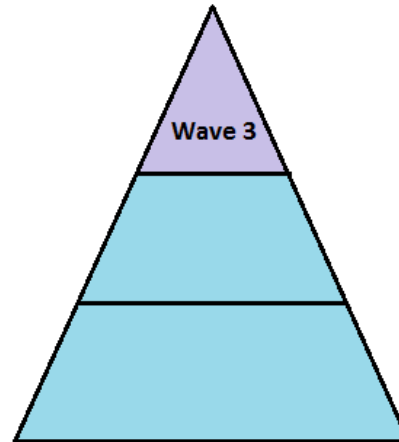
All information is correct at the time of publication.

Cognition and Learning

- Additional in class teaching support as recommended in EHCP
- Targeted small group or one-to-one Literacy/Numeracy support
- Reduced or individualised timetable
- Exam concessions, e.g. extra time or use of a scribe/reader in SATs (**N.B** this is subject to Department for Education access and admission arrangements)
- Ongoing advice from Specialist teachers (as appropriate) and subsequent delivery of recommended programmes
- Use of specialised equipment and resources to support identified learning needs
- Advice from the Educational Psychologist

Social, Emotional and Mental Health

- Individualised behaviour support plan
- Small group or one-to-one support to support the development of social skills
- Use of individualised behaviour support plan
- Use of Pastoral support plan
- Implementation of targeted strategies such as 'time out'
- Social skills training or anger management support
- Advice from the Educational Psychologist/specialist teacher/ Nurture Group Outreach Teacher/ Attention Deficit Hyperactivity Disorder Nurse



N.B Where specified needs have been outlined, we may use a range of other programmes to support these identified needs. (These may not all be listed here.)

Communication & Interaction

- Small group or one-to-one support for language in order to address specifically identified pupil targets
- Access to social skills group and social skills teaching
- Speech and language service support/advice
- Access to additional Information Communication Technology teaching such as Touch typing, Dictaphone, Tablet
- Ongoing advice from Specialist teachers (LLS/BS/PSSS)
- Advice from Educational Psychologist

Sensory and Physical

Individual support for appropriate subjects, (e.g. science, PE) in class and/or during lunchtimes
Delivery of Physiotherapy and Occupational Therapy programme
Sensory Diet Programmes
Ongoing advice from Specialist teachers (LLS/BS/PSSS)
Ongoing support with personal care needs
Advice from Educational Psychologist