

Weston-on-Trent C.E. (Aided) Primary SEND Provision

Wave	Learning and Cognition	Behavioural, emotional and social	Communication & interaction – speech and language	Physical, sensory & medical	ASD
Wave 1 – normal classroom practice.	Quality first teaching with a research backed approach Adapted curriculum, planning, activities, delivery and outcome in all classrooms. Increased visual aids, modelling and adult support with target groups. Use of IWB for added stimulation and learning.	Whole school behaviour policy. Golden Rules – whole school. School and class rewards systems (Dojo). Weekly staff briefing to discuss any issues and ensure that all staff are well informed. Script used by all adults when there is an	Differentiated curriculum, planning, activities, delivery and outcome: simplified language. Visual timetables. Visual signage around school. Speech and Language support available to all staff. Talking Tins used in classrooms. Microphones, Dictaphones available on Ipads.	Staff first-aid trained including diabetes training. Mindfulness training, resources and practice available to staff. Active lunchtimes led by play leaders. Physical Literacy programme. Class positioning for children with hearing difficulties. Yellow lines on the steps to support visually impaired pupils.	All have received training on ASD. Adapted curriculum especially delivery and language used. Visual timetable. AET resources Screens available if needed. Quiet work areas Individual independent work boxes.

	Visual timetables in classrooms. Dyslexia testing kit available to all staff. Dyslexia- Nessy daily practice programme accessed via i-Pads/laptop Dyslexia – children provided with coloured reading overlays if appropriate	incident to ensure continuity and fairness. High 5 breathing taught to all children. Mindfulness practice in every class. Parenting advice provided in conjunction with CAHMS.	Talk-friendly spaces created and maintained in The Hive and reflective area.		Now and next cards.
Wave 2 - Intervention.	Intervention groups for literacy and maths: Reading: echo reading, Vocabulary Ninja resources, small group tailored intervention, Little Wandle Keep Up resources used. Writing: small group tailored intervention.	Small group circle time as appropriate. Individual behaviour rewards within the class – sticker charts/reward systems Individual behaviour plans Social Skills/Socially Speaking.	Lunch Clubs. 1:1 interventions.	Additional handwriting practice. Pencil grips. Handwriting group. Dough Disco. Riser on desk for when writing. Laptop. Active hands programme	Visual timetable. Small group circle time. 1-1 and small group work on social skills. Positive Play.

	Spelling: Nessy Spelling programme, Vocabulary Ninja resources, Specific beat dyslexia spelling lists. Maths: First Class @ Number, CGP SATs papers. Phonics intervention: small group or 1:1. In-class teacher led support (reading/writing/ maths). Dyslexia testing by SENDCo to identify weak areas (Pearson Dyslexia Screening Test Junior) Wave 2 on a	Positive Play. Attachment strategies – nurture club, attachment bears to all new starters in reception prior to joining the school. Anxiety Gremlins book and activities.			
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	basis of need with children who haven't grasped previous day's lesson – these children will vary daily.				
Wave 3 – specific identification of needs.	Individual Targets – programme of work with TA individually/in small groups. Education Psychologist. Inclusion Support Teacher	Inclusion Support Service – Targeted Support plan Individual risk assessments if required Advice from CAHMS. Children First Derby provide Early Help and parenting support. Home-school record. CAF/TAC meetings Attachment strategies (in school and club). Build Sound Minds.	Speech and Language Service support.	Individual support in PE. Access to PC/laptop. School Nurse Team. Occupational Therapy Services. Physical Support.	Inclusion Support Positive Play. Sensory Diet.