



# WAVES OF PROVISION

**Cognition and Learning**  
**WAVE ONE – All Students (Whole School Approach)**

- Differentiated Curriculum Planning
- Differentiated Delivery : such as alternative resources, slower lesson pace and simplified language
- Differentiated Outcome : such as mind maps or cartoon strips instead of prose
- Planned collaborative group / paired work
- ICT facilities and Learning Resource Centre (LRC) - available out of hours including after school
- Increased use of visual aids – laptops, keywords, diagrammatic representations, powerpoint slides
- Use of writing frames to aid structuring of work
- Learning Objective and Outcome stated at beginning of each lesson and reinforced throughout lesson
- Progress Reviews and Parent Consultation Evenings to update on student progress relating to individual subject targets and areas for development
- Regular testing to ensure appropriate sets in core subjects
- Varied teaching styles using visual, auditory and kinaesthetic approaches
- ERIC reading programme with the whole school to promote reading for pleasure
- Students’ planners to aid with communication and appropriate recording of homework
- Half-termly progress data collections to monitor individual targets, progress and set new targets.
- Opportunities to practise sequencing skills e.g. date, title, Learning Objectives, organiser, homework in lessons.
- Regular SEND updates and strategies for all teachers
- Whole school INSET on teaching and learning including assessment for learning and regular updates on teaching techniques (including LSA’s).
- IT program for use within school and at home (Insight)
- General LSA support for whole class in majority of classes in lower school and core subjects
- Curriculum matched to the needs of the students with whole class strategies and advice for teachers.
- Bullet point instructions and chunk activities so they appear manageable and achievable for students.



# WAVES OF PROVISION

## Cognition and Learning

### WAVE ONE – All Students (Whole School Approach)

- Readability and access to text considered by class teacher.
- Activities to extend sight and subject vocabulary - key words list on wall/in planner, word mats
- School trips – opportunities for all year groups linked to subjects, reward trips for year groups, whole school sponsored walk, Year 7 Retreat.
- Reward evenings, merit points and certificates/postcards home.
- House System to celebrate achievements across the school
- School Council for all students.
- School events such as Awards Evenings; Gym & Dance, Carol Service, Christmas Concert, Spring Concert, RAG Week, Music Recital and School Show
- Extra-curricular activities and clubs open to all students
- Revision lessons
- Work experience for Years 10 and 12
- Reviewing learning objectives with students so they can see the purpose and aims of the lesson
- Regular training for all support staff focussing on SEND issues
- INSET focusing on learning needs and strategies for identifying and assisting students with SEND
- Tasks modified to take account of literacy or recording difficulties by class teacher
- Rules and routines consistently applied.
- Information and Student Passports placed in SEN section of SIMS



# WAVES OF PROVISION

## Cognition and Learning WAVE TWO

- Tasks modified to take account of literacy or recording difficulties by class teacher
- Small group work, in-class support and focussed strategies (HLTA/LSA) for identified students to enable access to the curriculum & encourage independent learning
- Access arrangements for exams used in lessons to provide 'usual way of working'
- Opportunities for reinforcement & consolidation – Year 7 Toe by Toe; Accelerated program with identified Year 8 students, homework clubs
- Regular, structured sessions in small groups for basic literacy and/or numeracy (classroom or withdrawal) using visual, auditory and kinaesthetic approaches.
- Extra focus on study skills, collaborative learning, active listening and strategies for homework
- Learning mentors, learning challenges and enrichment activities such as school trips
- Information Technology to support presentation and reinforce learning keyboard skills and use of a word processor or tablet
- Specialist Teacher support if appropriate such as Speech & Language, EAL
- Reduced or revised timetables and homework timetables
- Activities to develop phonological skills through small group work to include rhyming, alliteration, analogy, syllabification, word games and puzzles
- Wordshark and Numbershark
- Individually prepared materials in one or more curriculum areas eg: photocopies on coloured paper, use of tinted coloured reading rulers
- Consideration of access to and readability of text and modification where appropriate e.g. -individual arrangements and exam concessions for Controlled Assessments and GCSE's; differentiated work, e.g. cartoon strips, plays on film
- Use of focussed strategies for particular student or class.



# WAVES OF PROVISION

## Cognition and Learning WAVE THREE

- Intensive support in one or more curriculum areas - LSA in class group work; one to one for literacy or numeracy; one to one support from LSA
- Individual personalised programme to enhance self-help skills e.g. study skills, active listening delivered by HLTA
- Small group and individual teaching for identified students to build basic literacy, handwriting and numeracy skills.
- Activities to develop phonological skills through small group work to include rhyming, alliteration, analogy, syllabification, word games and puzzles through 1:1 literacy withdrawal
- Consideration of access to and readability of text and modification where appropriate achieved by Access Arrangements for exams being used in lessons to provide 'usual way of working'
- Individually prepared materials in one or more curriculum areas eg: photocopies on coloured paper, use of tinted reading rulers
- Advice and/or support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school e.g. external agencies such as
  - Educational Psychologist
  - CAMHS
  - Occupational Therapy
  - Learning and Language Support Team
  - Physical & Sensory Support
  - Behavioural Support
  - REMA
  - Chaplaincy
- Information Technology to support presentation and reinforce learning keyboard skills, touch typing skills, online dictation and use of a word processor or tablet
- Reduced or revised timetables and homework timetables
- Early testing and applications for exam access arrangements



# WAVES OF PROVISION

Communication and Interaction <b>WAVE ONE – All Students (Whole School Approach)</b>
• Structured school and classroom routines – rules and expectations of the classroom.
• Differentiated curriculum delivery e.g. simplified language or minimal use of language
• Differentiated outputs e.g. cartoon strips instead of written prose, cloze exercises, mind maps
• Merits awarded for good work or behaviour, certificates sent home
• Assemblies reinforcing school ethos and modelling appropriate behaviour.
• Tutorial and PSHCE programmes focusing on communication and interaction, group work
• Weekly bulletin to students / parents plus Heads Newsletter which is issued every half term.
• Lunch-time and after school clubs – sporting, academic, creative and social
• Staff modelling and reinforcing appropriate behaviour
• Whole school INSET with regular reinforcement for staff
• Nurturing Groups such as Shine and Be Me
• Tutor group monitoring
• Bullet point instructions and chunk activities
• Giving clear and concise instructions, points given one at a time with processing time factored in.
• Activities planned to take account of the student’s speech and language difficulties, cloze worksheets, chunked work and listening comprehension. Electing other students to be a spokesperson for group work.
• Modelling appropriate language/responses. Students seated with good role models, to aid and improve language. Role-play, Conversation skills i.e. turn taking, body language and proximity all modelled by class teacher.
• Games to improve language skills, e.g. memory games, vocabulary games, social skills/friendships.
• Effective use of extra adults in the classroom, LSAs to liaise with subject teachers, check for understanding.
• Students with sensory perceptual differences seated in the best available defined area, e.g. away from distractions, at the front of the class, away from visual displays and windows



# WAVES OF PROVISION

Communication and Interaction <b>WAVE ONE – All Students (Whole School Approach)</b>
<ul style="list-style-type: none"> <li>Teachers encouraged to use the student’s name on occasions to aid re-focussing and include students who lack understanding of lesson instruction, get student to repeat back instructions.</li> </ul>
<ul style="list-style-type: none"> <li>Awareness by all staff of students with particular needs, LSA to observe students in a variety of lessons</li> </ul>
<ul style="list-style-type: none"> <li>Staff training to take place offering advice and strategies for including students with communication and interaction difficulties, e.g. impact of change, noise</li> </ul>
<ul style="list-style-type: none"> <li>Opportunities for role play , students with social &amp; communication deficits identified via SEN Register, observed and if appropriate invited to social skills / lunch club</li> </ul>
<ul style="list-style-type: none"> <li>Planning in advance of the lesson to produce resources to include students with Autistic Spectrum Conditions (ASC)</li> </ul>
<ul style="list-style-type: none"> <li>Repetition of instructions targeting specific students to ensure understanding.</li> </ul>
<ul style="list-style-type: none"> <li>LSAs clarify teachers instructions to students and encourage them to communicate with teachers</li> </ul>
<ul style="list-style-type: none"> <li>Use of strategies to manage challenging and unsociable behaviour</li> </ul>
<ul style="list-style-type: none"> <li>Checking out understanding of text by encouraging student re-tell/re-phrase story/text.</li> </ul>
<ul style="list-style-type: none"> <li>Use of visual cues to check meaning and understood e.g. Traffic Lights (red, amber, green cards) thumbs up/down</li> </ul>
<ul style="list-style-type: none"> <li>Giving clear and concise instructions, one at a time. Individual person centred targets worded slightly differently to ensure that they are literal enough to be followed by the student without any ‘ambiguity’</li> </ul>
<ul style="list-style-type: none"> <li>Information and Student Passports placed in SEN section of SIMS</li> </ul>



# WAVES OF PROVISION

## Communication and Interaction WAVE TWO

- Games to improve language skill, e.g. naming objects, memory games, I spy, Chinese whispers, shopping game.
- Support where needed in other areas of the curriculum, safe environment provided for vulnerable students.
- Awareness by all staff of students with particular needs, LSA to observe students in a variety of lessons and liaise with outside agencies when appropriate
- Students with social and communications needs identified via the SEN register, observed and if felt appropriate invited to social skills sessions run within school
- Effective use of collaborative group work. Groups chosen sensitively to take account of and include abilities and strengths of personality.
- Staff training to include advice and strategies for including students with communication and interaction difficulties
- Planning in advance of lessons to produce resources to include ASC students.
- Lunchtime clubs to provide structure and support during unstructured times
- LSAs clarify teachers instructions to students and encourage them to communicate with teachers
- Reading buddies to develop interaction and social skills with peers
- Use of strategies to manage challenging and unsociable behaviour
- 1:1 Speech and Language sessions to develop communication skills
- Reduced timetable and homework timetable to minimise overload
- Specific speaking and listening activities to promote and encourage good listening and turn taking
- Social story activities to help develop reflection skills.
- Direct teaching to develop verbal and non-verbal communications.
- Use of social stories or sequencing of events in small groups e.g. to re-cap with a group or individual how to enter lesson appropriately.
- For ASC students identify their particular needs and liaise with outside agencies when deemed appropriate.
- Regular use of language support notebook to allow parents to be involved in language and vocabulary development to link in with work of literacy withdrawal sessions and subject lessons.
- SEN students' specific difficulties identified and strategies agreed between attending staff to aid inclusion and access to curriculum



# WAVES OF PROVISION

## Communication and Interaction WAVE THREE

- Use of strategies to manage challenging and unsociable behaviour
- 1:1 Speech and Language sessions to develop communication skills
- Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school, referrals to the Educational Psychologist, Outreach team and CAMHS
- Activities planned to take account of the student's speech/language difficulties, cloze worksheets, chunked work and listening comprehension.
- Specific speaking and listening activities, Circle time during social skills sessions, during which the leaders actively promote and encourage, good listening and turn taking
- Social story activities to help develop reflection skills
- Direct teaching to develop verbal and non-verbal communications.
- Support where needed in other areas of the curriculum, safe environment provided for vulnerable students.
- Use of visual cues to check meaning and understood e.g. Traffic Lights (red, amber, green cards) thumbs up/down
- Games to improve language skill, e.g. naming objects, memory games, I spy, Chinese whispers, shopping game.
- Advice and intervention from Speech and Language Therapist – when appropriate
- One to One sessions for students with Speech and Language Difficulties focussing on clarity of speech and increase use and understanding of subject vocabulary.
- Small group or individual sessions to implement Speech and Language Care Plan
- Regular use of language support notebook to allow parents to be involved in language and vocabulary development
- Early testing and applications for exam access arrangements





# WAVES OF PROVISION

Emotional, Social and Mental Health <b>WAVE ONE – All Students (Whole School Approach)</b>
• Whole school and class reward systems promoting learning behaviour, merit points and certificates, postcards home
• Whole school policy for behaviour management with graduated response – organisers, incident forms, detentions
• Consistent application of rewards and sanctions
• Whole school/Classroom rules and expectations
• Behaviour policy adopted consistently throughout the school and monitored by Senior Leadership Team (SLT)
• Break supervisors to help manage free/unstructured time
• Assemblies and Form Time
• Rolling Tutorial programme encompassing a “Theme for the Week” and Spiritual, Moral, Social and Cultural aspects
• Student organisers used to communicate concerns between home and school
• Ongoing whole school INSET for emotional, social and behaviour management
• Whole class strategies and advice to teachers for students with emotional, social needs circulated to all staff (area for development)
• Form tutor and teacher communication with home via student organiser, phone calls or emails
• Seating plans in place with SEN needs being taken into account – plans with Heads of Departments (area to develop).
• PSHCE lessons focusing on social skills.
• In class LSA support
• Nurturing Groups such as Shine and Be Me
• Curriculum matched to the needs of the students with individual, group and whole class strategies and advice for teachers.
• Differentiated learning to target learners’ needs
• Programme to address bullying. Whole school, student support, mentoring programme, “no blame” approach, restorative justice
• Information and Student Passports placed in SEN section of SIMS
• Home school contract linked to behavioural goals and targets



# WAVES OF PROVISION

## Emotional, Social and Mental Health WAVE TWO

- Student’s self-monitoring of behaviour
- Report system. Tutor monitoring report, Positive monitoring report. Subject department reports. Head of Year reports
- Temporary change of work location. Removal to another classroom or isolation within the subject department
- Temporary use of time out. Teaching calming techniques – Deputy or Head of Lower/Upper office/ pastoral support.
- Appropriate curriculum matched to the needs of the students with individual, group and whole class strategies and advice for teachers.
- Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution. Staff mentors
- Programme to address bullying. Whole school, student support, mentoring programme, “no blame” approach, restorative justice
- Heads of Year and Heads of School deal with SEMH issues
- Monitoring during unstructured times – Christian clubs, Homework Hub, Learning Resource Centre, Prefects (area for further development).
- Focused support when choosing Options from Pastoral Team and Curriculum Team
- Calming strategies given to students
- Access to visit school nurse
- Lunchtime clubs to support vulnerable students and provide structure (Shine, BeMe, Homework Hub, Puzzle Club)
- Pastoral Support Plans led by Heads of Year - meeting arranged and plan written with student and parents and targets reviewed half termly.
- Small group working towards behaviour targets eg: turn taking in conversations, peer mentoring
- Time with supportive adult to talk through difficult situations and conflict resolution eg: LSA, form tutor, Head of Year, Head of Pastoral Support
- Student’s personal targets set at review meetings with parents by Tutor or Head of Year (HoY).
- Individual student report issued and monitored by Tutors and consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanctions
- Individual student strategies supplied by SEN to subject teachers, LSAs and Pastoral Team
- Referrals to Child and Adolescent Mental Health Service (CAMHS), Educational Welfare Officer, Young Carers.



# WAVES OF PROVISION

## Emotional, Social and Mental Health

### WAVE THREE

- Suggested classroom strategies, whole class strategies, advice to teachers
- Traveller support home visits to facilitate home/school liaison
- Transition planning to help with early identification of students who may have emotional, social or behavioural issues.
- Programme to address bullying. Whole school, student support, mentoring programme, “no blame” approach, restorative justice
- Calming strategies given to students
- Focused support when choosing Options from Pastoral Team
- Individual mentoring with 6<sup>th</sup> Form Mentor/trained HLTA’s/School Nurse/Chaplains for students likely to need intensive support as well as CAMHS support.
- Time with supportive adult to talk through difficult situations, counselling and conflict resolution plus access to local Interventions Officer
- Advice and training from outside agencies, e.g. Educational Psychologist, CAMHS, EWO, Young Carers to develop strategies and approaches in collaboration with the school.
- Pastoral Support Plan set up, targets agreed with parents and student, monitoring in place to help achieve success
- Individual access arrangements for public exams
- Restorative justice and conflict resolution
- Access to School Nurse/Chaplains/6<sup>th</sup> Form Mentor for identified students.
- Home school contract linked to behavioural goals and targets
- Report system – Tutor Report; Head of Year Report; Head of School (Upper or Lower) Report; SLT report
- Implementation and monitoring of Pastoral Support Plans
- SEN Team used to support students with SEMH and support re-integration back into mainstream classes
- Early testing and applications for exam access arrangements



# WAVES OF PROVISION

Physical, Medical & Sensory  
**WAVE ONE – All Students (Whole School Approach)**

- Flexible teaching arrangements e.g. seating plan, teaching resources
- Email note to teacher regarding difficulties
- Care Plan – if needed
- Availability of resources e.g. pencil grips, pens, tinted reading rulers, larger print worksheets, use of clearer/larger fonts
- Use of Staff Bulletin to regularly update staff
- Whole school INSET – when appropriate
- Peer group awareness through PSHCE e.g. difficulties faced through being physically or sensory impaired
- Information and Student Passports placed in SEN section of SIMS



# WAVES OF PROVISION

## Physical, Medical & Sensory WAVE TWO

- Advice & strategies to teachers/students
- Allowing extra time to complete tasks
- Leaving lessons early to avoid rush in the corridors
- Monitoring safety in practical lessons and PE
- Minor modifications to buildings e.g. ramp
- External agency involvement and liaison with Physical and Sensory Support Service
- Peer group awareness through PSHCE e.g. difficulties faced through being physically or sensory impaired
- Simple classroom modifications e.g. lighting, colour of pen on whiteboard, enlarged text
- Consider seating arrangements in all curriculum areas
- Break tasks down into small, manageable steps
- Provide additional opportunities to practice skills and concepts, and for overlearning topics
- Make effective use of extra adults in the classroom
- Consider seating arrangements in all teaching areas
- Consider ways of creating a better listening environment in the room, check levels of background noise
- Liaison with parents
- Advice and Intervention from Speech and Language Therapist
- LSA support in class
- Induction visits Transition planning to help with early identification of students who may have physical, medical or sensory issues
- Early testing and applications for exam access arrangements
- Regular use of language support notebook to allow parents to be involved in language and vocabulary development to link in with work of literacy withdrawal sessions and subject lessons



# WAVES OF PROVISION

Physical, Medical & Sensory  
**WAVE THREE**

- Advice and support from Occupational Therapy, Physical and Sensory Support plus Speech and Language Therapists if required
- Access to technical aids or supplementary facilities
- Updated briefing notes to staff re student's needs
- Functional assessments by specialist teachers
- Attendance at appointments with health professionals if appropriate
- Parental involvement at progress reviews
- Early testing and applications for exam access arrangements
- Individual support in classrooms to facilitate access to the curriculum and address health and safety issues
- Regular use of language support notebook to allow parents to be involved in language and vocabulary development to link in with work of literacy withdrawal sessions and subject lessons
- Small group or individual sessions to implement Speech and Language Care Plan
- INSET to staff from Sensory Support Service