



# Stroud Valley Community School

## Provision Overview of Support

**Wave 1:** Describes inclusive quality first teaching which considers the learning needs of all learners. This universal provision includes teachers providing adapted work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEND, the SENCo is unlikely to be involved and it is likely that no additional cost is incurred. The class teacher may maintain some form of 'One Page Profile' for learners in this group so that there is an understanding of the adaptations that are required.

**Wave 2:** Describes specific, targeted, additional and time-limited interventions and support provided for some children who need help to make expected progress. Wave 2 interventions are often targeted at a group of pupils with similar needs and are not primarily SEND interventions, although some children will be identified as having SEND. A Wave 2 response might include shared TA support in or out of the classroom and would be provided in addition to Wave 1 support. Learners receiving this level of intervention may be subject to a 'My Plan'.

**Wave 3:** Describes targeted personalised provision for a minority of learners 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 personalised interventions which take place outside of the classroom as part of planned withdrawal (possibly as frequently as daily). The SENCo is likely to be involved to a greater degree in supporting teachers to meet the needs of these learners, drawing on the support of outside agencies where appropriate. Wave 3 support would be provided in addition to that at Waves 1 and 2 and is still part of that which should be available within 'SEND Support' and without an EHC Plan. Learners receiving this level of intervention may be subject to a 'My Plan+'.



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<u>Area of Need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<p><b><u>Cognition and Learning</u></b></p> <p>-Specific Learning Difficulty - SpLD – dyslexia, dyscalculia            -Mild Learning Difficulties – MILD            -Moderate Learning Difficulties – MLD            -Severe Learning Difficulties – SLD            Profound &amp; Multiple Learning Difficulties – PMLD</p>	<p>Adapted curriculum planning, activities, delivery and outcome            In-class TA support            In-class targeted teacher support            Use of visual aids / modelling etc            Visual timetables            Use of ICT and access to word processor (computers, laptops and Ipads)            Weekly Phonics lessons            Use of spellcheckers, dictionaries and thesauruses            Use of writing frames            Pre-teaching            Post-teaching</p>	<p>Individual reading with TA/CT            Small group catch for writing, reading and spellings            Nessy reading and spellings            In class support from TA            Unlocking Letters and Sounds catch up intervention            Use of laptop/Ipad within classroom with support packages installed eg. Clicker 8            Clicker 8</p>	<p>Intense Literacy support eg. Unlocking letters and sounds intervention            Plus 1 maths intervention            Power of 2 maths intervention            Supported apps on Ipad            Use of laptop/Ipad within classroom with support packages installed eg. Clicker 8            Clicker 8            Exam concessions            Advice from EP / Advisory teacher            Adapted curriculum            Reading between the lines</p>
<p><b><u>Communication and Interaction</u></b></p> <p>-Children with Speech &amp; Language difficulties (SL) – phonology (speech processing), expressive,</p>	<p>Adapted curriculum planning, activities and outcome eg. Simplified language            Increased visual aids / modelling etc            Visual timetables            Use of symbols            Structured school and class routines</p>	<p>Speech and Language group or 1:1 follow up sessions with TA            Use of social stories            Early Talk Boost            Language for thinking</p>	<p>Input from outside agencies            Speech and Language activities and follow up            Language for thinking            Clicker 8            Early Talk Boost            Social skills group – Talk About series</p>



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<p>comprehension, social communication.</p> <ul style="list-style-type: none"> <li>-Children displaying difficulties with social interaction, communication skills, imaginative thinking, sensory overload, dyspraxia / motor coordination, inappropriate / atypical behaviour</li> <li>-Children with ASD</li> </ul>	<p>Use of Talk Partners</p>		<p>1:1 lunchtime support where needed</p>
<p><b><u>Social Emotional and Mental Health Needs</u></b></p> <ul style="list-style-type: none"> <li>-Attention Deficit Hyperactivity Disorder – ADHD</li> <li>-Compulsive Oppositional Disorder - COD</li> <li>-Severe &amp; complex difficulties over time, discrepancy between expectation &amp; attainment, poor social skills, disruption, challenging of authority, aggression, violence</li> </ul>	<p>Whole school behaviour policy            Whole school / class rules            Whole school reward and sanctions systems            PSHE focused work            Classroom organisation</p>	<p>In class support for supporting behaviour targets            Behaviour charts            Buddies            Seating arrangements            Calm place            Pastoral lead support            Alternative lunch and playtime arrangements            Time to talk programme            Risk assessment</p>	<p>Individual reward system            Mid-Day support if necessary            Small group or 1:1 support for social skills            Risk assessment            Input from outside agencies            Social Stories            Pastoral lead support            Talkabout series            Use of blackout tent</p>
<p><b><u>Sensory and Physical</u></b></p>	<p>Adapted work            Access to ICT</p>	<p>Fizzy Motor Skills Programme            Write from the start</p>	<p>Fizzy Motor Skills programme            Write from the start</p>



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<ul style="list-style-type: none"> <li>-Hearing Impairment</li> <li>-Visual Impairment</li> <li>-Multi-sensory Impairment</li> <li>-Physical Impairment</li> <li>-Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>Pencil grips</li> <li>Sloping board</li> <li>Brain gym</li> <li>Moving and handling training</li> <li>Classroom organisation</li> <li>Use of ear defenders</li> </ul>	<ul style="list-style-type: none"> <li>Use of social stories</li> <li>Nessy Fingers</li> </ul>	<ul style="list-style-type: none"> <li>Nessy Fingers</li> <li>Outside agency support recommendations from Occupational Therapy and Communication &amp; Interaction Team</li> <li>Outside agency support from the Advisory Teaching Service</li> <li>Use of Social stories</li> <li>Use of Ipads / laptop</li> <li>Use of appropriate resources eg. radio aids</li> <li>Individual support in class during appropriate subjects eg, Science, PE and lunchtime</li> <li>Physiotherapy programme recommendations</li> <li>Occupational therapy programme recommendations</li> </ul>
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