

There are 3 stages known as 'waves' that outline the provision that we at Farncombe provide for our pupils.		
Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in highquality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. 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 is a specific, additional and time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.	Wave 3 is targeted provision for a minority of pupils 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.

Each wave is broken down into 4 further categories of provision:			
Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a pupil's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect young people across the ability range. Young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Cognition and Learning		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Pitched questioning Modelling of skills High expectations Learning Objective and Success criteria 1:1 and group reading Guided writing Word mats ICT to support learning Writing frames Numicon Learning displays Challenge tasks Support from Teaching Assistant Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Disorders e.g. Dyslexia (SpLD) Verbal Feedback in marking (www) All children's progress and attainment is assessed and tracked throughout the year Sand timers Additional Processing Time Positioning/ Seating in Classroom (carpet and tables)	Keep up/ Catch Up Phonics Phonic Box Number Box Coloured Overlays Maths Catch Up White Rose Flashbacks Reading Groups - Headteacher Task boards to break down tasks into manageable chunks Precision Teaching Pre-teaching of vocabulary Revision of key concepts	Educational Psychologists Referrals to Paediatrics STIPS team

Communication and Interaction		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning	Lego Therapy	ASD Outreach support (e.g. Freemantles)

<p>Modelled speech/language</p> <p>Modelled Interaction</p> <p>Word Walls</p> <p>Pre-teaching vocabulary</p> <p>Targeted questioning</p> <p>Talking partners</p> <p>Group work</p> <p>Whole class circle time</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Role Play and Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>A range of questions used so children develop and give better answers</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular communication through informal and formal meetings eg. parent's evening</p> <p>Class and special assemblies</p> <p>Declarative language</p>	<p>Individualised Target work from SLT</p> <p>TA's attending SLT sessions</p> <p>Colourful semantics programme</p> <p>Nurture Group</p> <p>Forest School</p> <p>Now and Next Board and Visual resources</p> <p>Widget Software</p> <p>Social Stories</p> <p>Comic Strips</p>	<p>STIPS Team support (Language and Communication)</p> <p>Speech and Language Therapy</p>
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Sensory and Physical		
Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting etc.</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p>	<p>Dycem Matting</p> <p>Peanut Balls</p> <p>Move n Sit Cushions</p> <p>Pencil Grips</p> <p>Concentration Tools/ Fiddle Objects</p> <p>Jump Ahead Programme</p>	<p>Occupational Therapist</p> <p>Physiotherapy</p> <p>Work Stations</p>

Classrooms have age appropriate furniture and environments e.g .blinds, canopies Visual prompts, pictures and ICT used appropriately to aid learning Seating plans or group tables are used Differentiated seating in assemblies Differentiated planning for PE or use of hall space Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities Forest School Concentration Toys/ Fiddle Objects Go Noodle Whole Class Movement Breaks Ear defenders Sensory Circuits	Fizzy Programme (Surrey OT) Tents, Chairs Write Dance Zones of Regulation Gross and Fine Motor Skills Group Movement Breaks	
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Social and Emotional Mental Health		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Whole school behaviour policy School & class rules PSHE planned lessons using Jigsaw Whole school assemblies Class circle time Talking partners Class visual timetable Golden time Visual reward systems Individual Reward Chart Timers & stress relievers	Individual Reward Chart Nurture Group Home School Link Worker Transition Support Individual Support Plans One Page Profiles / Transition Passports Social Stories Comic Strip Conversations Feeling Charts or Books Zones of Regulation Emotion Coaching (training 2022-2023) ELSA support (training 2022-2023)	CAMHS School Support / Mindworks Surrey Play Therapy STIPS – Behaviour Support Education Psychologist Early Help Support Barnados Wey Valley College School Outreach (Surrey) Recovery Outreach Team Home School Link Worker (HSLW)

Emotion/social resources Positive touch praise and high expectations Feeling Box Whole class behaviour charts Certificates Assemblies Class Monitors, School council Fiddle objects / Concentration Tools Social Stories Worry Box/ Feelings box Zones of Regulation Therapeutic Stories Reflective Language	Restorative conversations - Headteacher	
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Updated July 2022

To be reviewed July 2023