

St. Michael's Provision Map of SEND- Wave Interventions

Area of need	Wave 1-Universal	Wave 2-Enhanced	Wave 3-Specialised
Cognition and Learning	Good quality first teaching Differentiated curriculum planning taking account of individual needs In class TA support or targeted teacher support LO's and Success criteria in every classroom Provide links to previous learning. Lessons delivered in sequential order to ensure progress Plenaries-What have we learned? Access to individual/group work Engaging Displays with questions and key vocabulary Visual timetables and other visual aids around the classroom for listening and attention Accessible equipment for all On-going Assessment PIRA, PUMA, GAPS Tapestry in EYFS Use of writing frames Checklists Whiteboards Use of word banks, times tables mats, number lines and squares and topic vocabulary Chunking of tasks IWB in every classroom Science Lab and Imaginarium Library Talk for Writing White Rose Maths Active Maths Provide examples pupils can refer to	Modifications made to the classroom and school environment Structured and personalised learning programme Help to generalise concepts e.g. PORRIC, Mind Mapping Providing means to access tasks involving reading and writing e.g. recording devices, scribes, paired working, use of laptop, coloured overlays, reading windows. Targeted in class support from TA Literacy and Numeracy catch up interventions (Literacy for all//First Class @ Number, Success at Arithmetic/Timetables /3rd space learning. Individual work load management set up for individual pupil. Reading club Phonics Boost Beat Dyslexia Programme Tutoring 1-1 Daily readers Use of additional ICT Exam revision classes	Frequent and higher level interventions taking place e.g. 1-1 Precision Learning 1-1 Toe by Toe SNIP Personalised small group or one-to-one literacy/numeracy support based on ISP's Periods of 1:1 support from an LSA/teacher if explicitly specified in a statement or EHC plan An individualised curriculum linking content of whole class work and learning objectives appropriate to the child Class support is personalised and individual to meet needs A high level of care and supervision Alternative work space if required e.g work station in the classroom or outside the classroom and/or regular opportunities to work in a quiet space away from the mainstream class Exam concessions and access arrangements for exams e.g. reader, scribe, extra time. Independent skills are encouraged and taught every day. Personalised transition support is provided between year groups and across settings. Referral and advice from EP/ LLS Individualised timetable

	Access to ICT in every classroom Reading everyday with CT/TA Guided reading lessons once a week. Team teaching/modelling Differentiated questioning (HOTS) Chilli Challenges-Children choosing own challenges. Teach self-help strategies-how to ask for help Use of peer support systems across the school Out of hours learning opportunities Special arrangements for assessments		
Communication and Interaction	Curriculum differentiated appropriately to take account of individual needs. (As above) Personalised learning targets for all children. Classroom and whole school environment modified to take account of communication and interaction needs. Support to promote social skills and interactions with peers. Differentiated group work as appropriate within class setting. Curriculum access facilitated by modification of task presentation. Positive self-esteem maintained through developing areas of strength. Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, change in teaching staff) After school clubs and activities that can provide opportunities to reinforce children's strengths and for social communication in informal settings. Staff model appropriate social behaviour and interaction.	Modifications made to the classroom and school environment Structured and personalised learning programme Targeted in class support with focus on speech and language Teaching of specific social interaction skills and social use of language Use of language based interventions e.g. Pre Teaching Vocabulary Language for thinking Colourful Semantics programme Lego Therapy Talk Boost Time to talk Teaching Talking Talk About Semantic Meaning Use of additional ICT Social Stories Attention Bucket Key vocabulary sent home at half terms Small group work outside the classroom to address specific language, social and listening skills targets.	Individual Support Plan with specific targets Periods of one to one support for communication and interaction within the classroom if explicitly specified in EHC plan Referral and advice from Speech and Language Service Referral and advice from Freemantles Outreach service Referral/advice from EP A structured language intervention with support to generalize taught skills may be devised by speech and language therapists. Specialist teachers of inclusive practice and the Surrey Outreach Service may also be involved. A consistent approach to multi-sensory communication, sensory profile and sensory diet. Social awareness and skills programmes.

	Clear, simple and positive instructions with visual support if necessary, e.g. visual timetable. Appropriate use of visual prompts, to show what behaviour and actions are expected. Language is given priority in planning to facilitate effective curriculum access. Use of a structured approach for tasks and activities with a clear beginning middle and end. Whole staff awareness of the implications of communication and interaction difficulties. Appropriate differentiation of spoken and written language, activities and materials in class. Structured school and class routines and visuals e.g. visual timetable, visual agenda Displays with topic vocabulary Use of modified language Slow/calm tone of voice Children encouraged to verbalise what they need to do Key words provided throughout the lesson Provide visuals of steps needed to complete a task Use of non-verbal cues and gestures, symbols Talk Partners Teach rhymes, songs, mnemonics to help learn, remember and apply		Visual approaches to develop social understanding including comic strip conversations and Social Stories. Targeted small group work to work within/outside class group as appropriate to support specific aspects of the curriculum. Specific and more frequent targeted programmes to support language on a 1:1/1:2 basis e.g. Language for thinking programme, Porric 1:1 Speech Therapy sessions Makaton support PECS Intensive Interaction
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Social, Mental and Emotional Health	Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school Rules Displayed in every classroom Staff set personalised learning targets for all children. Classroom and whole school environment modified to take account of social and emotional needs. Consistent behaviour management by all staff including regular reinforcement of positive behaviours. Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties. Use of peer support systems across the school for example peer mediators, playground buddy systems. Rules Displayed in every classroom Soft Start Growth Mindset embedded within school Zones of Regulation embedded across the school Positive praise and behaviour strategies used by all adults Good behaviour modelled by adults Circle time Dojos and House points Worry Box Brain Breaks Social Stories Lunch-time clubs PSHE focused work Positive touch training for staff Incident file	ELSA support for specific children identified and referred to. Support to develop emotional security and sense of belonging in vulnerable pupils e.g. Helping the child feel safe and secure. Enabling the child to share control through child led activities. Asking the child to identify a safe place/ space. Providing a calm/fidget box. A weekly small group support programme to develop social skills including skills in recognising and managing emotions e.g. Circle of friends, Buddy system, Art therapy classes Home/School communication book Time Out Room Home school link worker support Fizzometer	Individual Support Plan Referral and advice from EP/Behaviour support. A referral to Emotional Well-being nurse. A level of care and supervision for individual programs - to develop social and emotional skills throughout the school day. Structured activities/quiet place at playtime/ lunchtime Bereavement counselling CAMHS Support Surrey Young Carers Personalise small group or one-to –one support Training for staff Individual reward system
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	Buddy Bench Pastoral carers Behaviour tracker for every class Celebration assembly Certificates/Notes Home		
Sensory and Physical	An accessible and inspiring classroom environment Well organised classrooms planned around health and safety aspects. Extra time to complete tasks. Carpet spaces/Seating plans catered around physical and sensory needs of the class Equipment and resources as recommended by therapists Sit/wobble cushions Writing slopes and pencil grips Coloured paper Movement breaks Dough disco Use of different fonts (large/bold) Tangles/Chewable tangles Theraputty Monitoring safety in PE lessons	Individual visual timetables for routines Additional adult support may be required Preparation of additional curriculum materials Training and advice from specialists Surrey OT resource and therapy pack Additional time and rest breaks may need to be established as the usual way of working and recognised in exam arrangement. Fine/Gross motor skills practice Finger gym Handwriting club Write from the start programme In class support for supporting access/safety Sensory Diets Use of additional ICT Completion of risk assessments and intimate care plans as required.	Individual Support Plan Referral and advise from Physiotherapy /Occupational /Physical and Sensory therapy/school nurse High level of support from trained TA required to access the curriculum. Personalised physical and sensory programme (1:1) Support for appropriate subjects (e.g. PE) Individual physiotherapy exercises Occupational therapy resources. Specific equipment for individual needs.