

Auriol Junior School Provision Map

WAVE 1:

The **first Wave** of support will be in the adaptation of the quality first teaching that a child receives from the class-teacher. This will be differentiated, as far as possible within the day-to-day classroom environment, according to the child's needs and the way they may access the curriculum best.

WAVE 2:

The **second Wave** would be to introduce a more intensive level of support for the short-term if the in-class adaptations aren't successful, with the aim of addressing the area of difficulty in order to help the child make progress. For example, this could be a 12 week intervention such as Wordshark to target spelling difficulties.

WAVE 3:

If a child is still making considerably less progress than their peers and **Wave 1** and **Wave 2** adaptations are not working, then a child would move on to **Wave 3**. At this point a child may go on the SEN register with permission from parents. A **Personalised Education Target plan (PET)** would be set up and targets agreed between the child, parents, class-teacher and SENCO. These plans would show the outcomes that are desired for the child and the actions to be undertaken to help support the child in meeting these targets. These plans are constantly reviewed on a weekly basis by class-teachers and formally reviewed with parents and the child themselves on a termly basis. A parent of a child on the SEN register should expect three parent meetings a year to review these; these should fall within: October, February and May. Auriol also has an open-door policy, so anyone is welcome to make an appointment at any time to address any concerns they may have.

At **Wave 3** there may also be specialist support involvement if appropriate. This support would be agreed with the parents and could be from **Learning and Language Support, Behaviour Support, CAMHS, an Educational Psychologist, Speech and Language, Outreach services, Occupational Therapy** or another service that may be requested. Specialist involvement may also be referred through your GP where appropriate.

WAVE 4:

Wave 4 would then be for a child with complex needs which cannot be met by a significant level of provision already put in place by Auriol. At this point, if appropriate and agreed by school and parents, an **Education, Health and Care Plan (EHCP)** may be requested from the Local Authority in order to help a child access funding for further support. This view would also need to be supported by our Educational Psychologist. Parents may also apply for an **EHCP** exclusive of the school if they wish.

Area of Need	<h2>Cognition and Learning</h2>
WAVE 1	<ul style="list-style-type: none"> • A use of multi-sensory teaching to support visual, auditory and kinaesthetic learners • Personalised planning of lessons taking different learning styles and needs into consideration • Personalised seating plans • Adapting lessons to ensure each child is clear on the learning objective and how to be successful • Targeted and effective questioning • A home/school diary to assist effective communication • Guided group teaching with teachers and LSAs • Precise formative and summative assessment • Efficient performance management of all staff • Regular observations and learning walks to ensure high standards of teaching • Consistent spelling and reading screening to assess and monitor progress • Learning Support Assistants in most classes • Visual aids to support learning • Working walls to scaffold day by day learning • ICT support with laptops and iPads • Pupil progress meetings half termly with the Senior Leadership Team and the SENCO
WAVE 2	<p>In addition:</p> <ul style="list-style-type: none"> • Pre-teaching or post-tutoring of key vocabulary • Precision Teaching • Using a structured reading intervention programme • Using a structured numeracy intervention programme • Using a structured spelling intervention programme • In-house Speech and Language support • Additional maths withdrawals • Individual reading with volunteers • Use of SEN equipment, such as: coloured overlays, fiddle toys, wobble cushions, weighted laps, sand-timers, visual time-tables etc. • KS2 access arrangements including use of a reader, scribe and enlarged papers • Handwriting exercises • Individual word banks • Small phonics groups • EAL withdrawals • REMA (EAL) initial assessment • Additional use of ICT programmes including Wordshark and Numbershark
WAVE 3	<p>In addition:</p> <ul style="list-style-type: none"> • Termly Personalised Education Target Plans (PETs) • 1:1 meeting with class teacher 3 times a year • Use of computers as an alternative recording system • Support from external support, such as: Learning & Language Services, Educational Psychology Services, Speech and Language Therapy Services, Child and Adolescent Mental Health Services, Occupational Therapy and Behaviour Support Service; this includes staff training opportunities • Increase in literacy & numeracy support
WAVE 4	<ul style="list-style-type: none"> • Education, Health and Care Plan sought for complex and high levels of need

Area of Need	Communication and Interaction
WAVE 1	<ul style="list-style-type: none"> • A use of multi-sensory teaching to support visual, auditory and kinaesthetic learners • Personalised planning of lessons taking different learning styles and needs into consideration • Personalised seating plans • Adapting lessons to ensure each child is clear on the learning objective and how to be successful • Targeted and effective questioning • A home/school diary to assist effective communication • Guided group teaching with teachers and LSAs • Precise formative and summative assessment • Efficient performance management of all staff • Regular observations and learning walks to ensure high standards of teaching • Consistent spelling and reading screening to assess and monitor progress • Learning Support Assistants in most classes • Visual aids to support learning • Working walls to scaffold day by day learning • ICT support with laptops and iPads • Pupil progress meetings half termly with the Senior Leadership Team and the SENCO
WAVE 2	<p>In addition:</p> <ul style="list-style-type: none"> • In house speech and language support • Communication games • Social skills groups • KS2 access arrangements including use of a separate room • ELSA support • Nurture group opportunities, such as: gardening, Draw and Talk and working with animals • Training for staff in speech and language • The use of aids such as iPads and talking tins to assist working memory
WAVE 3	<p>In addition:</p> <ul style="list-style-type: none"> • Termly Personalised Education Target Plans (PETs) • 1:1 meeting with class teacher 3 times a year • Use of computers as an alternative recording system • Assessment and support from external support, such as: ASD Outreach and Speech and Language Therapy Services • Additional support to access learning where appropriate
WAVE 4	<ul style="list-style-type: none"> • Education, Health and Care Plan sought for complex and high levels of need

Area of Need	<h2>Cognition and Learning</h2>
WAVE 1	<ul style="list-style-type: none"> • A use of multi-sensory teaching to support visual, auditory and kinaesthetic learners • Personalised planning of lessons taking different learning styles and needs into consideration • Personalised seating plans • Adapting lessons to ensure each child is clear on the learning objective and how to be successful • Targeted and effective questioning • A home/school diary to assist effective communication • Guided group teaching with teachers and LSAs • Precise formative and summative assessment • Efficient performance management of all staff • Regular observations and learning walks to ensure high standards of teaching • Consistent spelling and reading screening to assess and monitor progress • Learning Support Assistants in most classes • Visual aids to support learning • Working walls to scaffold day by day learning • ICT support with laptops and iPads • Pupil progress meetings half termly with the Senior Leadership Team and the SENCO
WAVE 2	<p>In addition:</p> <ul style="list-style-type: none"> • Pre-teaching or post-tutoring of key vocabulary • Precision Teaching • Using a structured reading intervention programme • Using a structured numeracy intervention programme • Using a structured spelling intervention programme • In-house Speech and Language support • Additional maths withdrawals • Individual reading with volunteers • Use of SEN equipment, such as: coloured overlays, fiddle toys, wobble cushions, weighted laps, sand-timers, visual time-tables etc. • KS2 access arrangements including use of a reader, scribe and enlarged papers • Handwriting exercises • Individual word banks • Small phonics groups • EAL withdrawals • REMA (EAL) initial assessment • Additional use of ICT programmes including Wordshark and Numbershark
WAVE 3	<p>In addition:</p> <ul style="list-style-type: none"> • Termly Personalised Education Target Plans (PETs) • 1:1 meeting with class teacher 3 times a year • Use of computers as an alternative recording system • Support from external support, such as: Learning & Language Services, Educational Psychology Services, Speech and Language Therapy Services, Child and Adolescent Mental Health Services, Occupational Therapy and Behaviour Support Service; this includes staff training opportunities • Increase in literacy & numeracy support
WAVE 4	<ul style="list-style-type: none"> • Education, Health and Care Plan sought for complex and high levels of need

Area of Need	Social, Emotional and Mental Health
WAVE 1	<ul style="list-style-type: none"> • Whole School Behaviour Policy with clearly set out whole school approach to rewards and sanctions • Anti-Bullying Policy • Weekly Achiever's Assemblies • Verbal/non-verbal praise • Rewards/stickers/stamps • Talk partners to support collaboration • Class assemblies focusing on values • Buddy system to support children beginning Auriol • Opportunities for positions of responsibility • Staff available to facilitate emotional well-being and social interaction at play-times • Quiet time play areas • Behaviour logs on Pupil Asset • Risk management
WAVE 2	<p>In addition:</p> <ul style="list-style-type: none"> • Staff training on positive touch • Concentration stations • Individual reward charts • Social skills groups • Home/school liaison books where appropriate • ELSA support • Nurture interventions, such as: Gardening, working with animals and Draw and Talk • Circle of friends • Structured lunch time • Loss and bereavement in-school support • Emotions and feelings cards
WAVE 3	<p>In addition:</p> <ul style="list-style-type: none"> • Termly Personalised Education Target Plans (PETs) • 1:1 meeting with class teacher 3 times a year • External support, such as from: Child and Adolescent Mental Health services, ASD Outreach and Behaviour Support • Behaviour contract • Pastoral Support Plan • Time Out cards • Risk assessments • Transition planning and support • Individual work stations
WAVE 4	<ul style="list-style-type: none"> • Education, Health and Care Plan sought for complex and high levels of need

Area of Need	Sensory and/or Physical
WAVE 1	<ul style="list-style-type: none"> • Acoustically treated classrooms • A sound field system in all classrooms • Accessibility Plan • Medical Conditions policy • Staff aware of known medical conditions and understand Individual Healthcare Plan • Seating plan. • Playtime staff available to facilitate well-being • Opportunities to join clubs. • Correct sized tables and chairs • Movement breaks • Dietary requirements • Disabled toilets and wheelchair access
WAVE 2	<p>In addition:</p> <ul style="list-style-type: none"> • Fine motor skills groups • Handwriting support • Use of equipment, such as: fiddle toys, adapted pens, pencil grips, adapted scissors, weighted cats, writing slopes, tripod pencils, stabilio pens, wobble cushions etc. • Use of laptops for writing where appropriate • Motor skills programme for small groups using paediatric or OT materials • Adaptation in planning where relevant to ensure access to all activities • Additional staff on school trips
WAVE 3	<p>In addition:</p> <ul style="list-style-type: none"> • Termly Personalised Education Target Plans (PETs) • 1:1 meeting with class teacher 3 times a year • Support from external services, such as: Occupational Therapy, Physical and Sensory Service, Community Paediatricians and Physiotherapists • Individual work space • 1:1 motor skills programme following paediatric or OT advice • Adapted furniture or equipment
WAVE 4	<ul style="list-style-type: none"> • Education, Health and Care Plan sought for complex and high levels of need