

Overview Provision Map: The Waves Model and Code of Practice

At Moorgate it is our aim to provide all children with an inclusive education, giving them the best possible chance to reach their full potential. We strive to raise achievement and aspirations for **all** children. Below is a table that shows the different aspects to a child's learning, and all the things that we can offer to ensure that all of their needs are met. Much of this is what is provided from within school but it also includes outside agencies and advisors that come into school to offer further support.

Wave 1 shows what all children have access to throughout school to ensure their development and progression. Wave 2 shows extra interventions that we can put in place for individuals or small groups who just need a little bit of extra support to fulfil their potential. Wave 3 shows the range of more intense interventions that can be accessed for children requiring more support. Children are monitored and assessed rigorously and regularly to ensure that the need for extra support is spotted early and implemented quickly, making sure that all children are on track to achieve as well as they possibly can.

Area of Need	Wave 1 (HQT)	Wave 2	Wave 3
<i>Cognition and Learning</i>	High levels of challenge and expectation Differentiated curriculum planning and engaging activities Formative assessment / effective feedback In-class TA support In-class targeted teacher support Differentiated questioning / modelling/ explaining Increased visual aids e.g. Visual timetables Illustrated/ ACE dictionaries Use of writing frames Support for key words / subject specific vocab Access to ICT, including word processor Access to whole school homework clubs Basic skills course Revision classes Development of metacognitive skills Encouraging independence Other strategies from dyslexia-friendly schools initiative	Catch up programmes – English and Mathematics e.g. English Progress Units, Reciprocal reading Booster sessions / exam booster classes In-class TA support In-class targeted teacher support Guided reading focus groups Integrated Learning Programme Learning mentors Peer buddies	Individual strategies outlined on Pupil Passport and EHCP Reduced/ increasingly personalised timetable Small group or 1:1 English/ Mathematics support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes such as Catch-Up, Rapid, English Acceleration Exam concessions Advice from EP / Specialist teacher SEN Dept homework club Additional support for transition e.g. extra visits

<p><i>Communication and Interaction</i></p>	<p>High levels of challenge and expectation Differentiated curriculum planning and engaging activities Formative assessment / effective feedback In-class TA support In-class targeted teacher support Differentiated questioning / modelling/ explaining Learning through talk and discussion Use of simplified or alternative language Support for key words / subject specific vocab Increased visual aids e.g. Visual timetables Use of symbols Environmental clues e.g. location systems Development of metacognitive skills Encouraging independence SEN Music I can music in small groups or individual</p>	<p>In class support from teacher or TA with focus on supporting speech and language Early speech and language therapy Speech and language group support e.g. Talk Boost ICT software – Clicker 4, WordBar, Dragon WELLCOMM all children initially but on an individual basis</p>	<p>Individual strategies outlined on Pupil Passport and EHCP Small group or 1:1 support for language Social skills group Circle of Friends Speech and Language support / advice ACC e.g. sign-along, PECS ICT – Writing with Symbols Social stories Comic strip conversations Exam concessions Advice from EP / Specialist teacher SEN Dept homework club Additional support for transition e.g. extra visits</p>
<p><i>Social, emotional and mental health</i></p>	<p>High levels of challenge and expectation Formative assessment / effective feedback Whole school behaviour policy / Whole school rules Whole school reward and sanctions systems Circle Time Lunchtime club PSHCE focused work / SEAL Peer mediation Whole school mindfulness programme Development of metacognitive skills Encouraging independence</p>	<p>Group Circle Time In class support for supporting behaviour targets, access and safety Additional tutor group support Vocational options Learning mentors Peer buddies</p>	<p>Individual strategies outlined on Pupil Passport and EHCP Small group or 1:1 support for social skills Individual counselling Individual support or mentoring Individual reward system Social skills training Anger management skills Re-integration programme Peer mentoring Advice from EP / Specialist teacher Pastoral support plan Time-out Family support groups Additional support for transition e.g. extra visits</p>
<p><i>Sensory and Physical</i></p>	<p>High levels of challenge and expectation Formative assessment / effective feedback Flexible teaching arrangements Staff aware of implications of physical impairment Soundfield system Deaf-friendly initiative Specialist resources e.g. Writing slopes, Pencil grips,</p>	<p>Additional keyboard skills training Additional fine motor skills practice In class support for supporting access, safety</p>	<p>Individual strategies outlined on Pupil Passport and EHCP Individual support in class during appropriate subjects e.g. Science, PE and lunch time Medical support Physiotherapy programme Occupational therapy programme</p>

	<p>switches Motor skills development in EY Improved accessibility of building Moving and handling training Development of metacognitive skills Encouraging independence Physical interventions around the finger fun area. Dough Gym Squiggle Jiggle</p>		<p>Motor skills programme ICT e.g. Access to PC with switch Use of appropriate resources e.g. radio aids Advice from EP / Specialist teacher Signing Exam concessions Additional support for transition e.g. extra visits</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------