



Nether Green Junior School

Nether Green Send Provision Map 2023-24

Wave 1 Provision

Wave 1 Inclusive quality first teaching for all.

Good quality, inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing scaffolded work and creating an inclusive learning environment. Autism and dyslexia friendly strategies are used in every classroom.

Wave 1 examples:

- Personalised curriculum
- Personalised delivery e.g. simplified language, slower pace
- Personalised outcomes
- Adapted visual aids, modelling.
- Use of practical apparatus
- Use of writing frames, word banks etc.

Wave 2 Provision

Wave 2 Additional interventions to enable children to work at age-related expectations or above.

Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs.

Classroom intervention (catch-up) Wave 2 examples:

- In class TA literacy and numeracy support
- Lexia
- Language for Thinking
- Language for Behaviour and Emotions
- Small group interventions to close the gap
- Precision Teach
- Clicker
- Phonics Catch up Groups

Wave 3 Provision

Wave 3 Additional highly personalised interventions.

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision.

Wave 3 examples:

- Speech and language interventions
- External agency intervention
- Individual literacy, phonic programme
- Additional planning and individual arrangements for transition
- Individual arrangements for SATs
- Use of enhanced communication with home
- 1:1 mentoring

Cognition and Learning

Wave 1	Wave 2	Wave 3	Involvement of External Professionals
<ul style="list-style-type: none"> • Personalised curriculum • Personalised delivery e.g. simplified language, slower pace • Personalised outcomes • Adapted visual aids, modelling. • Use of practical apparatus – e.g. Numicon, Diennes. • Use of writing frames, word banks, sentence starters etc. • Interactive classroom displays, working walls. • Self-assessments • Peer-assessments • Effective questioning • Checklists • Flexible Seating arrangements • Overlearning • Give time before waiting for response • Buff background on Whiteboard • Use of Communicate in Print • Scaffolded learning • Flexible grouping 	<ul style="list-style-type: none"> • Additional adult support for classroom-based learning within a group. • Additional small group teaching of basic literacy and mathematics skills. • Read, Write Inc Phonics Programme • Phonics catch up groups. • Identified priority readers – trained helpers. • Pre-learning to increase access and understanding of class-based learning. • Post-Learning • Fix-its • Lexia • Clicker • Dance Mat Typing • Pre-read of text • Comprehension Group • Coloured Overlays for reading • Paired reading 	<ul style="list-style-type: none"> • Additional adult support for class-based learning on a 1:1 basis. • Personalised literacy programmes based on SpLD assessment. • Personalised maths programmes designed by the class teacher. • Personalised resources to support class-based learning • 1:1 bespoke phonics • Working Memory Intervention – Black Sheep Press 	<ul style="list-style-type: none"> • Outreach services from local special schools. • Educational Psychologist

Communication and Interaction

Wave 1	Wave 2	Wave 3	Involvement of External Professionals
<ul style="list-style-type: none"> • Visual Timetables • Communicate in Print • Flexible teaching arrangements • Flexible seating • Structured routines communicated visually • Prior notice of changes to staffing/timetables • Differentiated outcomes and delivery • Increased visual aids • Vocabulary boards and posters displayed • Word banks • Sentence starters • Modification of language • Alternative forms of recording • Activities broken down into small steps • Makaton • TA support in class • Dyslexia friendly classrooms • Low arousal classrooms • Flexible groupings 	<ul style="list-style-type: none"> • Additional adult support for class-based learning within a group. • Pre-teaching of vocabulary to support access to, and understanding of, class-based learning. • VIP, NIP and Leap • Language for Thinking • Language for Behaviour and Emotions • Shape Coding • Sensory Breaks • Individual Work Station • LEGO Therapy • Attention Autism • Social stories • Comic Strip conversations • Use of ICT 	<ul style="list-style-type: none"> • Additional 1:1 adult support for class-based learning. • Individual speech therapy – advised by SALT • 1:1 follow up sessions for SALT to practice skills. • Personalised Visual timetables / work systems / schedules / work stations • Social Stories • iPad based learning to support SALT delivery. • Use of enhanced communication with home – daily communication book. • 5 Point Scales 	<ul style="list-style-type: none"> • NHS Speech and Language Therapy • Educational Psychology • Autism Outreach Service • Visual Impairment Advisor • Hearing Impairment Advisor • Ryegate Children’s Centre

Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3	Involvement of External Professionals
<ul style="list-style-type: none"> • School behaviour management system which supports positive behaviour management. • School Values and Merit System • Celebration Assembly • Special Mentions • Head teacher's awards • Lifeskills Curriculum • Zones of Regulation • Trauma Informed Approach • Visual Timetables • Prior notice of changes to staffing/timetables • Feelings Box • Emotions language displayed in classroom • Mental Health Champions • Repair and Reflect • All staff trained in de-escalation strategies • Whole school languages and heritages displayed and celebrated 	<ul style="list-style-type: none"> • Additional adult support for class- based learning within a small group. • Lunch time clubs • Circle of Friends • Mighty Minds • Buddy system • Lunchtime and playtime support • The Nest • Sensory Circuits • Small group Zones of Regulation • LEGO Therapy • Play based Therapy • Social Stories 	<ul style="list-style-type: none"> • Personalised behaviour plan • 1:1 support at unstructured times • Nurture provision • Soft Starts • Therapy Dog • 1:1 Trauma Informed Approach • Meet and Greet Daily • 1:1 support in class • Personalised transition • Team around the family • Personalised support for school trips. • Boxall Profile • Team Teach • Individualised reward systems 	<ul style="list-style-type: none"> • Social Services Early Help Assessment • Family Intervention Service • One Adoption Agency • CAMHS • Ryegate Children's Centre Attendance and Inclusion • Primary Inclusion Panel • Listening Service

Sensory and Physical

Wave 1	Wave 2	Wave 3	Involvement of External Professionals
<ul style="list-style-type: none"> • Low-Arousal classrooms • Buff background on whiteboard • Flexible teaching arrangements • Scaffolding • Differentiated talk • Adapted materials, • Access to equipment- writing slopes, pencils and grips, snips, cushions. 	<ul style="list-style-type: none"> • Handwriting Practice • Speed Up • Additional adult support for class-based learning • Hearing Loop system • Adaptations to building – e.g. handrails, ramps, accessible toilets • Clicker • Dance Mat Typing • Keyboard adaptations 	<ul style="list-style-type: none"> • 1:1 Occupational Therapy or Physiotherapy work • Personalised Care Plan • Toileting Support • Additional 1:1 support for class-based learning • Recommended specialist resource purchased to support learning / access to learning. • Dietary needs met by school canteen. • TA Support in PE • DCD support • Specialised PE- working on individual programmes 	<ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy • School Nurse • Children’s Hospital Teams • Advisory service for Hearing or Visual Impairment • Autism Team