



Stroud Valley Community School

Provision Overview of Support

Wave 1: Describes inclusive quality first teaching which considers the learning needs of all learners. This universal provision includes teachers providing differentiated work and creating an inclusive environment. Learners whose needs can be met through Wave 1 intervention alone need not be identified as having SEND, the SENCo is unlikely to be involved and it is likely that no additional cost is incurred. The class teacher may maintain some form of 'One Page Profile' for learners in this group so that there is an understanding of the adaptations that are required.

Wave 2: Describes specific, targeted, additional and time-limited interventions and support provided for some children who need help to make expected progress. Wave 2 interventions are often targeted at a group of pupils with similar needs and are not primarily SEND interventions, although some children will be identified as having SEND. A Wave 2 response might include shared TA support in or out of the classroom and would be provided in addition to Wave 1 support. Learners receiving this level of intervention may be subject to a 'My Plan'.

Wave 3: Describes targeted personalised provision for a minority of learners 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 personalised interventions which take place outside of the classroom as part of planned withdrawal (possibly as frequently as daily). The SENCo is likely to be involved to a greater degree in supporting teachers to meet the needs of these learners, drawing on the support of outside agencies where appropriate. Wave 3 support would be provided in addition to that at Waves 1 and 2 and is still part of that which should be available within 'SEND Support' and without an EHC Plan. Learners receiving this level of intervention may be subject to a 'My Plan+'.



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<u>Area of Need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
<p><u>Cognition and Learning</u></p> <p>Specific Learning Difficulty - SpLD – dyslexia, dyscalculia Mild Learning Difficulties – MILD Moderate Learning Difficulties – MLD Severe Learning Difficulties – SLD Profound & Multiple Learning Difficulties – PMLD</p>	<p>Differentiated curriculum planning, activities, delivery and outcome</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Use of visual aids / modelling etc</p> <p>Visual timetables</p> <p>Use of ICT and access to word processor (computers, laptops and I pads)</p> <p>Weekly Phonics International lessons</p> <p>Use of spellcheckers, dictionaries and thesauruses</p> <p>Use of writing frames</p>	<p>Individual reading with TA/CT</p> <p>Small group catch or Writing, Reading and Spellings</p> <p>Speed Up handwriting programme</p> <p>Nessy Reading and Spelling</p> <p>Nessy Numbers</p> <p>In class support from TA</p> <p>Dancing Bears</p> <p>Apples and Pears</p>	<p>Intense Literacy support eg. Dancing Bears, Apples and Pears, Lifeboat, Read, Write, Inc Phonics</p> <p>Speed Up handwriting programme</p> <p>Number Box</p> <p>Supported apps on Ipad</p> <p>Use of laptop/Ipad within classroom with support packages installed eg. Clicker 8</p> <p>Nessy Reading and Spellings</p> <p>Nessy Numbers</p> <p>Plus 1 maths intervention</p> <p>Power of 2 maths intervention</p> <p>Clicker 8</p> <p>Nessy Dyslexia Quest</p> <p>Exam concessions</p> <p>Advice from EP / Advisory teacher</p> <p>Differentiated curriculum</p> <p>Reading between the lines</p>



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<p><u>Communication and Interaction</u></p> <p>Social Communication Disorder, Autistic Spectrum Disorder – ASD Aspergers – ASP Pervasive Development Disorder (PDD) Speech & Language difficulties (SL) – phonology (speech processing), expressive, comprehension, social communication. Difficulties with social interaction, communication skills, imaginative thinking, sensory overload, dyspraxia / motor coordination, inappropriate / atypical behaviour. Assessed re: inappropriateness, intensity, frequency, duration, persistence over time</p>	<p>Differentiated curriculum planning, activities and outcome eg. Simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Use of Talk Partners</p>	<p>Speech and Language group or 1:1 follow up sessions with TA Additional use of ICT eg, widget PSHE Groups Use of social stories Early Talk Boost Language for thinking</p>	<p>Use of Widget Input from outside agencies Speech and Language activities and follow up Language for thinking Clicker 8 Early Talk Boost Social skills group 1:1 lunchtime support where needed</p>
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Social Emotional and Mental Health Needs

Attention Deficit Disorder – ADD
 Attention Deficit Hyperactivity Disorder – ADHD
 Compulsive Oppositional Disorder - COD
 Severe & complex difficulties over time, discrepancy between expectation & attainment, poor social skills, disruption, challenging of authority, aggression, violence, Assessed re: inappropriateness, intensity, frequency, duration, persistence over time

Whole school behaviour policy
 Whole school / class rules
 Whole school reward and sanctions systems
 PSHE focused work
 Pink Curriculum
 Classroom organisation
 Zippy's Pals and Apple's friends programme

In class support for supporting behaviour targets, access, safety
 Behaviour charts
 Buddies
 Seating arrangements
 Calm place
 Pastoral lead support
 Alternative lunch and playtime arrangements
 Lego therapy
 Time to talk programme
 Risk assessment

Individual reward system
 Mid-Day support if necessary
 Small group or 1:1 support for social skills
 Risk assessment
 Input from outside agencies
 Social Stories
 Pastoral lead support
 Early Talk Boost
 Talkabout



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<u>Sensory and Physical</u>			
<p>Hearing Impairment – communication, interaction, speech discrimination, intelligibility, comprehension, expression, independence, interpersonal skills, curriculum access, attainment, social inclusion, withdrawn or frustrated behaviour.</p> <p>Assessed re: inability to make progress without amplified or visual communication, speech and language restricted, social isolation, frustration, concentration, adapted materials above & beyond that which is realistic.</p> <p>Visual Impairment - concept development, communication, visual skills & strategies, mobility, orientation, interpersonal skills, independence, curriculum access, attainment, social & emotional development., withdrawal, frustration</p> <p>Deafblind / Dual sensory impairment – sensory access to the curriculum, perceptual skills, incidental hearing, development of concepts, communication, orientation, social isolation, concentration,</p>	<p>Differentiated work Access to ICT Pencil grips Sloping board Brain gym Moving and handling training Classroom organisation</p>	<p>Speed Up handwriting programme Fizzy Motor Skills Programme Use of social stories</p>	<p>Speed Up Handwriting programme Fizzy Motor Skills programme Nessy Fingers Outside agency support recommendations from Occupational Therapy and Communication & Interaction Team Use of Social stories Use of Widget Use of Ipads / laptop Use of appropriate resources eg. Radio aids Signage Individual support in class during appropriate subjects eg, Science, PE and lunchtime Physiotherapy programme Occupational therapy programme</p>



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<p>attention Physical Needs Cerebral Palsy – CP Spina Bifida / Hydrocephalus - SBH Muscular Dystrophy – MD Significant accidental injury - SAI Medical Needs Epilepsy, Asthma, Diabetes, Anaphylaxis, Downs perceptual, fine motor, mobility, communication, independence, interpersonal, curriculum access &/or attainment, emotions / withdrawn / frustration, social inclusion, spoken / written, communicating,</p>			
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