

Hinchley Wood Primary School
Provision Management by SEND Category
Wave 1, 2 and 3 Provision



Wave 1: Provision on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

Wave 2: Targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3: Intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Area of Need	Wave 1 Quality First Inclusive Teaching	Wave 2 Short Term Interventions	Wave 3 Long term support and personalised provision
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum to meet the needs of individuals • Clear objectives and next steps that are shared with children • Carefully planned questioning • Differentiated delivery • Accurately paced lessons • Visual timetables • Use of writing frames • Staff have high expectations of learning and conduct • Expectation of first quality teaching • Pupil progress meetings • Access to high quality texts using the power of reading • All classes equipped with interactive white board and visualiser • Group and paired work 	<ul style="list-style-type: none"> • Colourful semantics • Pre-teaching vocabulary • Booster groups • Handwriting groups • Teaching assistant to support differentiated learning • Support from Learning and Language(LLS), Speech and Language (SaLT) • Better Reader programme • Alpha to Omega programme • Number Box programmes • Touch Typing groups 	<ul style="list-style-type: none"> • Support from Educational Psychologist • Precision Teaching • ASD Outreach Support-Linden Bridge School • Workstation • Targeted 1:1 Readers • Toe by Toe • Now and Next board • Individual timetable

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	<ul style="list-style-type: none"> • Use of practical resources to support learning • Flexible methods of recording work • Special and adapted equipment to support pupils e.g. coloured overlays. Reading rulers, wobble cushion • Personalised learning approaches used 		
<p style="text-align: center;">Communication and Interaction</p>	<ul style="list-style-type: none"> • Structures school and classroom routines • Visual timetable • Processing time given to all children • Language simplified to support understanding • Repetition of instructions where appropriate • Modelling of language and activity • Vocabulary teaching • Key vocabulary is clearly displayed • Talk partners 	<ul style="list-style-type: none"> • Colourful semantics • Pre-teaching vocabulary • Socially Speaking • Talking tins 	<ul style="list-style-type: none"> • Pre-teaching vocabulary • Attention bucket • Now and Next boards • Barrier games • TEACCH strategies • Workstation • Speech and Language Therapy and support • Support from Educational Psychologist • Social Stories

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<p style="text-align: center;">Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Whole school behaviour policy-Stay on Green • Restorative approaches used • PSHE time 	<ul style="list-style-type: none"> • Transition groups • Socially Speaking • Lego Therapy • Visual prompts • Emotional literacy Support Assistant 	<ul style="list-style-type: none"> • ASD Outreach Support-Linden Bridge School • Support from Educational Psychologist • Social Stories • Comic Strip stories • Playtime support • Risk Assessment • Emotional literacy Support Assistant • Pastoral Support Plans • Individualised Reward charts • Home-School Book
<p style="text-align: center;">Sensory and Physical</p>	<ul style="list-style-type: none"> • Range of pencils and pens • Pencil grips • Appropriate furniture in the classrooms • Appropriate seating in the classroom • Disabled toilets • First aid trained staff 	<ul style="list-style-type: none"> • Handwriting groups • Touch typing groups • Fine motor exercises to strengthen • Sensory Toys e.g. fiddle toys, chewy 	<ul style="list-style-type: none"> • Ear defenders • Occupational Therapy support • Input from Physical and Sensory Support services • Personalised resources e.g. weighted lap mat, foot stool caring cutlery • Enlarged Test • Writing Slopes • Inflatable ball • Sensory Diets • Personalised visual timetable • Risk assessment • Intimate care plan

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