



Provision at The Mead Infant School

Waves of intervention

<u>Level of Need</u>	<u>Provision</u>
Wave 1	Quality First Teaching (QFT) with differentiation
Monitoring	QFT with information gathering and alternative Wave 1 approaches
Wave 2	Need analysis with targeted individual or group interventions designed to fill learning and skills gaps to accelerate progress
Wave 3	Further detailed analysis of barriers to learning with individualised interventions designed to work towards pupil centred outcomes
Statutory Assessment	Applications to Surrey County Council for top-up funding to support a 'high needs' pupil through a high level of individualised support.

Wave 1 Provision (Quality First Teaching) is the provision that is universal for all students. The majority of students needs will be met through this provision. This provision includes high quality teaching and learning (please see below for further details).

Our Wave One Offer

All teachers fully qualified to teach.

Well trained Teaching Assistants (TAs) in all classes.

Well staffed playtimes with at least 3 staff members in each playground.

Curriculum drivers

- Inclusion for all, including those children with hearing impairment.
- Stimulating environment inside and outside.
- Learning behaviours and being ready to learn –'Zones of Regulation'

Delivery of a broad and balanced curriculum through

- Real experiences

- Ongoing Assessment
- Creative approaches
- Differentiation
- Focus on basic skills
- Child initiated learning opportunities
- An inspiring environment with interactive whiteboards in all classes
- Opportunities to talk
- Yoga sessions
- Home visits for new to the school Reception and Nursery children

Enrichment activities

- Visiting poets, authors and musicians, workshops and productions
- Exploiting local opportunities through visits to a variety of local attractions or site of interest.
- Wide variety of clubs including –Sports and the Arts
- Embedded values

High emphasis on pastoral care

An opportunity to be a School Councillor or Playleader at Lunchtime (PAL)

High emphasis on caring for each other and the environment

High emphasis on being healthy in mind and body, promoting well being

High emphasis on developing independent learning behaviours – Resilient, Resourceful, Reasoning, Responsible and Reflective.

High expectations of what all children can achieve

An inclusive and acoustically optimum environment

High emphasis on working in partnership with parents

Regular presentations and workshops for parents

Well informed and active Governing Body and Parents Association

Our Wave 2 Offer

At The Mead Infant School we strive for all children to make good progress and have access to a broad and balanced curriculum. Sometimes, a child may need support that is 'different from' or 'additional to' that provided for all children to make expected progress. In this case, a programme of intervention will be put into place. Interventions are time bound and pupil progress is assessed regularly to ensure their needs are met and targets reviewed. Interventions could be for short, medium or long term periods and this is assessed on a child by child basis. Should an intervention be necessary, we are able to offer support in the following ways:

- Precision teaching
- Additional homework as necessary / required
- In-school homework support
- Fine motor skills programme – Funky Fingers
- Gross motor programme – Jump Start
- Handwriting programme – Ready to Write
- Social skills – including classroom and playtime support Rainbow Club/Lunch Bunch
- Lego therapy
- Attention and listening group
- Sensory processes group – Sensory fun!
- Oracy programme
- Language for thinking programme
- SEN yoga sessions
- Coloured semantics
- Therapy Dog
- Reading Club
- Individualised behaviour strategies
- Individualised feedback and quality marking

- Targeted use of IT – Number Shark, Word Shark
- Positive Touch training for all staff
- Personalised 'Zones of Regulation' toolbox
- Social skills programmes
- Drawing and Talking therapy
- Social Stories
- Handwriting and fine-motor skills programmes

All of the above will be delivered by a Teacher, TA or LSA who is experienced in delivering these interventions.

Wave 3 (Personalised) Provision is specific, targeted interventions for students with SEND who are identified as requiring additional support. This will be put in place when Quality First Teaching and Targeted Provision are not, on their own, enabling the student to make appropriate progress. This will involve provision such as focused teaching activities that tackle fundamental errors and misconceptions and enable the student to make further progress. As with Wave 2 interventions, students will be identified following analysis of progress data and/or teacher identification. It may include:-

- Leapfrog Programme (Fischer Family Trust Wave 3) for reading and writing
- Snap maths
- Speech and Language therapy
- Emotional Literacy Support Assistant (ELSA)
- Outreach from Linden Bridge
- Referrals to The Nest (Epsom Downs Nurture Group)
- Personalised sensory equipment and resources

Wave 3 support for our hearing impaired pupils includes:-

- Full integration in a mainstream classroom with full-time specialist LSA support.

- Optimum acoustic environment in all teaching spaces.
- Teacher of the Deaf and Speech and Language Therapy support.
- Personalised learning diaries and communication with home.
- Pre-teaching of all key concepts and topic vocabulary.
- Audiometry and hearing checks.
- Highly visual teaching for all.

Please be aware that this provision reflects our current intake of students. Wave 2 and 3 provision will depend of the student intake, staffing and resources.

Addendum

Due to Covid 19 a number of amendments have been made to our provision.

- Currently parents may need to meet with staff virtually rather than in person at school.
- Interventions can only be run from one class bubble at a time, we are therefore unable to offer interventions run across a year group.
- The variety of interventions has been modified to ensure the safety of staff and children.
- External agencies may not be able to provide all of their previous services and visits to the school may be only in extreme situations.

During Lockdown some interventions will be run remotely and support may be via mail outs and video sessions.

The school will endeavour to support families that require technology to enable their child to complete Tele therapy with outside provision for example, Speech and Language therapists.

During a period of self-isolation children may be provided with a 'goodie' bag of activities and resources linked to their in school intervention(s).