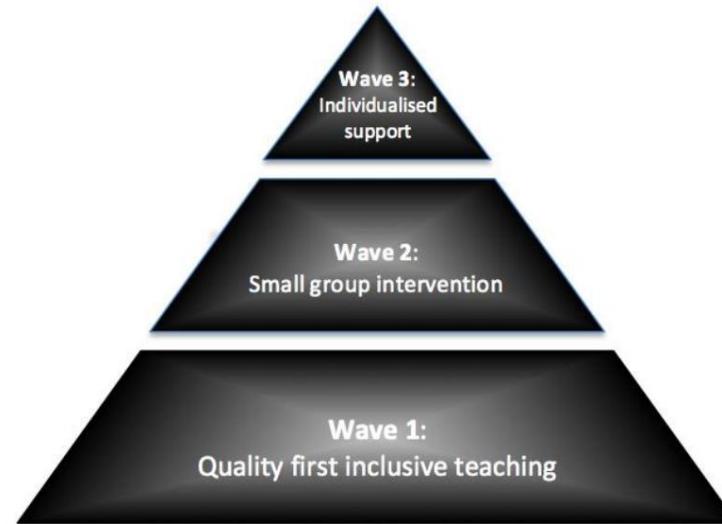




Valley Primary School:

Waves of Teaching



Our provision map is arranged in three 'waves' of teaching as outlined in the diagram above. The SEND Code of Practice (2015) states that: "high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". This is the Quality First Teaching labelled as Wave 1.

Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress they should plan additional provision to help close the gap between the child's attainment and that of their peers. This may take the form of a small group intervention i.e. Wave 2.

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress then the provision should be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3. Many children receiving Wave 3 provision will be classified as having a Special Educational Need (SEN). Further details regarding legal definition of SEN and our school's process for the identification and support of those with SEN can be found in the school's Special Educational Needs Information Report.



Valley Primary School: Ordinarily Available Provision



2025/2026:

WAVE 1:

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Here are some examples of our Wave 1 provision which will be adapted according to the needs of the children.

<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none">• Broad and balanced curriculum.• Exciting topics with opportunities to be creative and investigative through meaningful Aspires.<ul style="list-style-type: none">• Engage events and Express outcomes.• Well-planned, differentiated lessons.• Use of multi-sensory approaches.• Focus on developing key skills (power of reading, mastering number, KIRFS).<ul style="list-style-type: none">• Assemblies, trips, visiting speakers and themed days.• Regular opportunities for contact with parents and carers.• Home/school communication through reading records and class email.<ul style="list-style-type: none">• Activate and YogaBugs.	<p style="text-align: center;"><u>Pastoral</u></p> <ul style="list-style-type: none">• Inclusive ethos which celebrates difference.• Dedicated pastoral staff team to support families.<ul style="list-style-type: none">• Encouraging and nurturing philosophy.• Staff work to form positive, supportive relationships with children and parents/carers.<ul style="list-style-type: none">• School council to promote pupil voice.• High expectations of behaviour and effort – house points.• Opportunities to share work and achievements with a range of audiences.<ul style="list-style-type: none">• Parent liaison email contact.• Wellbeing scaling.• Worry jars.• Mental Health Folders in Class.
<p style="text-align: center;"><u>Staffing</u></p> <ul style="list-style-type: none">• Fully qualified teachers for every class.• Skilled Teaching Assistants and Higher-Level Teaching Assistants.<ul style="list-style-type: none">• Family Support Worker to support emotional well-being.• Qualified Sports Coach and Guitar Teacher – Extra Curricular.<ul style="list-style-type: none">• Pastoral lead and Autism specialist.<ul style="list-style-type: none">• AET Staff Training.• Dingley’s Promise Training for all supporting adults.<ul style="list-style-type: none">• Qualified SENCo and Assistant SENCo.• Designated Safeguarding Lead (DSL) and 3 Deputy DSL.	<p style="text-align: center;"><u>Environment</u></p> <ul style="list-style-type: none">• Classrooms are organised to encourage independence – Smart Sacks, Maths and English table boxes.<ul style="list-style-type: none">• Visual timetables are displayed and updated in each class.• Learning prompts are displayed on classroom walls.• Children’s work is displayed throughout the school.• Classroom rules are displayed and referred to.• 3B4T, zone board, BLP and Valley Vision displayed in classrooms.<ul style="list-style-type: none">• Named trays and coat pegs.• Sensory outdoor area for EYFS.• Outdoor learning provision.
<p style="text-align: center;"><u>Assessment and Feedback</u></p> <ul style="list-style-type: none">• Attainment and progress of all children assessed and tracked throughout the year.<ul style="list-style-type: none">• Verbal feedback and quality first marking informs children of their next steps.• Communication with parents through informal e.g. at collection time and formal means e.g. at parent’s evenings.	<p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none">• Maths resources such as 100 squares, dice, number lines, diennes.<ul style="list-style-type: none">• Learning resources such as writing prompts and word banks.• ICT Resources e.g. iPads, laptops, sound buttons, dictaphones, cameras, microphones.• Varied outdoor areas including trim-trails, sandpit, garden beds, exploration areas, sheltered areas and the field.



Valley Primary School: Ordinarily Available Provision



2025/2026

WAVE 2:

Wave 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs. In some cases, we may take advice from outside agencies to enable us to target the support for children at Wave 2. For this, we will always seek parental consent first.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none"> • Additional visual aids/resources. • Coloured overlays/reading rulers. • Additional reading, often 1:1. • Small group targeted support to close gaps in core subjects (eg. Number fluency, spelling, phonics). • Use of small steps curriculum to plan provision in reading, writing or maths. <ul style="list-style-type: none"> • Task boards. • Precision teaching. <ul style="list-style-type: none"> • HLTA Pre-teaching/Overlearning. • Additional assessment by SENCO/outside agencies. • Targeted adult support in lessons, either for an individual or a group. • Ipad and Laptop provision. • Homework and uniform adjustments. 	<ul style="list-style-type: none"> • Emotional literacy support through our pastoral team (mindfulness group, zones of regulation group). • Speaking and listening skills group (often linked to Language Link and Wellcomm). • Personalised visual timetable or 'now and next' board. • Pre teaching of key vocabulary (using picture cards or Makaton where necessary). • Dictaphones to record before writing. • Colourful semantics sentence work. • Communicate in print/Widget. 	<ul style="list-style-type: none"> • Additional support at break time or lunchtime. <ul style="list-style-type: none"> • Friendship circles. • 'Meet and greet' from key adults at transition points. • Individual reward system. <ul style="list-style-type: none"> • Social stories. • Transition support. • Support from Home School Link Worker. <ul style="list-style-type: none"> • Thrive assessments. <ul style="list-style-type: none"> • ELSA. • Starlight (sensory) Room provision. 	<ul style="list-style-type: none"> • Carpet spots/cushions. <ul style="list-style-type: none"> • Enlarged texts. • Fidget tools. • Chewelley/chew pencil toppers. • Individual health care plans and risk assessments. • Fine motor skill groups (Dough Disco and Fizzy Hands). • Gross motor skill groups (BEAM and Moves) <ul style="list-style-type: none"> • Sloping board for desk. • Specialist resources (e.g. lap weights and wobble cushions). <ul style="list-style-type: none"> • Targeted adult support. • Specific seating position in class. <ul style="list-style-type: none"> • Use of a laptop. • Movement breaks. • Enlarged work. • Weighted blankets. • Chair resistance bands. <ul style="list-style-type: none"> • Ear defenders.



Valley Primary School: Ordinarily Available Provision



2025/2026

WAVE 3:

Wave 3 is individualised provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions, a high level of staffing, or the involvement of outside agencies. An Individual Education Plan (IEP) will be created.

<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health</u>	<u>Physical and Sensory</u>
<ul style="list-style-type: none">• Individual targets recorded and reviewed regularly using Individual Education Plan (IEP).<ul style="list-style-type: none">• Intensive support from additional adult.• Individualised, personal alternative Maths and English curriculum.• Individual visual resources – timetable, task board, phonics mat.• Individualised Workstation.• Input from Specialist Teaching Service (STS).<ul style="list-style-type: none">• Input from Educational Psychologist.• Input from Early Years support service.	<ul style="list-style-type: none">• Input from Speech and Language support (SALT) – 1:1, individual targets.• Input from Autism Outreach Team.• Use of communication tools such as PECS and Makaton.• Communication Boards.	<ul style="list-style-type: none">• Targeted social skills work – 1:1 or small group.<ul style="list-style-type: none">• Individual behaviour plan.• Input from specialist outreach services (Alternative Provisions).<ul style="list-style-type: none">• Family support worker.<ul style="list-style-type: none">• Boxall profiles.• EBSNA (non-attenders) support.<ul style="list-style-type: none">• Early Help assessment.• Input from Ordinary Magic, Solar and CAMHS.	<ul style="list-style-type: none">• Physical/sensory additional support in class/during PE/lunchtimes.<ul style="list-style-type: none">• OT programme.<ul style="list-style-type: none">• Sensory diet.• Referral to occupational therapy/physiotherapy/physical and sensory support service.• Access to specialist equipment (e.g. chairs) as needed.<ul style="list-style-type: none">• Involvement of hearing specialist/vision/multi-sensory impairment specialist teacher and adjustments made according to advice given.• Input from School Nurse or Health Visitor.



Valley Primary School: Provision Mapping



2025/2026

INTERVENTIONS:

The following table details the range of interventions that are currently available in our school:

<u>Area</u>	<u>Intervention</u>	<u>Overview</u>	<u>Length of intervention</u>	<u>Ratio</u>	<u>Adult delivering intervention</u>
Cognition and Learning Maths	Number Stacks	Use of concrete resource to support learning	X3 weekly 10 minute sessions	Individual work	TA
	Use of Ipad	Topmarks, Numbots and TT Rockstars	Daily 15 minute sessions	Individual work	TA (oversee)
Cognition and Learning Literacy	Nessy	Synthetic phonics based programme to support dyslexia and language skills	Daily 20 minute session on ipad	Individual work	TA (oversee)
	Read, Write, Inc.	Synthetic phonics programme that ensures early success in reading	Daily 30 minute session	1:8	HLTA/Teacher
			X2 weekly 30 minute sessions	1:1	HLTA
	SNIP	Aimed at increasing reading and spelling and uses the primary high frequency words (HFW) – for pupils 8+.	Daily 10 minute session	1:1	TA
	Printing Like A Pro	Developing fine motor and perceptual skills to develop muscles in hand for handwriting.	Daily 10 minute session	Individual work	TA (oversee)
Colourful Semantics	Therapy technique which uses colour coded cards to help children to learn the important elements of a sentence and how to join them in the correct order.	Flexible sessions	Whole class, group work or individual target work based on need, KS1-KS2	Teacher/TA	

Communication and Interaction	Language Link	Online assessment and intervention package providing support for children with language difficulties (KS1 and KS2).	Initial assessment (20 minutes) 1:1 and then 30 minutes weekly.	Small groups (Maximum 6)	HLTA/TA
	Wellcomm	Speech and language toolkit designed to identify and support children with communication difficulties in early years education.	X3 weekly 20 minute session	Small groups (Maximum 6)	HLTA/TA
	Time to Talk	Develop social interaction skills and improve oral language skills.	20 minutes, 2-3 times a week	Reception-Year 2	TA
	Speech Therapy	Individualised targeted sound activities to improve communication skills in individuals with speech and language disorders.	X3 weekly 10 minute sessions	1:1	HLTA/TA
Social, Emotional and Mental Health	Zones of Regulation	Visual system used to control emotion-driven behaviours by managing overwhelming emotions.	Weekly 30 minute session	Small group (Maximum 5)	Pastoral Team
	The Big A	Individual intervention to help newly diagnosed children to understand their Autism.	Weekly 30 minute session	1:1	HLTA
	My ADHD	Individual intervention to help newly diagnosed children to understand their ADHD.	Weekly 30 minute session	1:1	HLTA
	Mindfulness	Small group work to develop calming strategies to manage big emotions.	Weekly 30 minute session	Small group (Maximum 6)	Pastoral Team
	Karen Treisman therapeutic treasure deck and workbooks	Use of feelings cards and sentence completion cards to offer support with anxiety/self-esteem/bereavement/trauma through fun, non-threatening activities.	Weekly 20 minute session	1:1	Pastoral Team

Sensory and Physical	BEAM/Moves	Structured PE programme to develop early motor skills.	Weekly 1 hour session for 6 weeks	Whole class or individual, based on need	Teacher/TA
	Dough Disco	Programme involves moulding dough to music, performing different actions to strengthen fine motor skills.	Daily 5 minute session (children in nursery and reception)	Small group (Maximum 6)	Teacher/TA
	Fizzy Hands	NHS level 1-3 programme to develop skills in balance, body awareness, co-ordination and fine motor skills.	X3 weekly 20 minute session.	1:1	TA