

| Havelock Schools Wave 1,2 and 3 provision | | | |
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| | Wave 1 definition Quality First Inclusive Teaching | Wave 2 definition Short Term Interventions | Wave 3 definition Long term support and personalised provision |
| Cognition & Learning (understanding & processing information to learn) (MLD/SLD) | <ul style="list-style-type: none"> • Scaffolded support in curriculum planning. • Modelling of skills. • Accurately paced lessons. • Word mats • Writing slopes • ICT to support learning. • Learning displays • In class targeted support from staff • Clear success criteria, quality first teaching, marking & feedback. • Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactive Disorder (ADHD) and Specific Learning Disorder e.g. Dyslexia (SpLD). • DEST (Dyslexia Screening Toolkit) • ACE Dictionary. • Use of visual timetables, routines & individual visual aids. • All children's progress & attainment is assessed and tracked throughout the year using PiXL and Insight | Cognition and Learning interventions are: <ul style="list-style-type: none"> ➤ Reading and Spelling in Simple Code. ➤ Phonological Awareness. ➤ Read Write Inc. ➤ Better Reading Partners. ➤ Switched on Writing. ➤ Beat Dyslexia. ➤ Precision Teaching. ➤ Max's Marvellous Maths ➤ Plus 1 ➤ Power of 2 ➤ Time to talk ➤ Memory activities i.e basket tasks Task boards to break down tasks into manageable chunks. Pupils provision detailed on the class provision map. Targeted in class support from teacher/T.A. | Additional targeted support in core and foundation subjects and as recommended in EHC Plan Individual subscription to nesy.com (if at high risk of dyslexia following DEST screening). Support from Educational Psychologist <ul style="list-style-type: none"> • Individual recommendations followed. Support, advice from other specialist services Voice recognition software on i-pads used to support extended writing. Additional planning and arrangements for transition. Individual arrangements for end of KS assessments i.e scribe/extra time. Tailored timetable i.e incorporates physical breaks. Time to process. |

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| <p>Communication & Interaction</p> <p>(including Speech and Language Therapy & ASD)</p> | <ul style="list-style-type: none"> • Scaffolded support in curriculum planning. • Cued articulation taught alongside phonic teaching for all. • Modelled speech & language if needed • Targeted questioning. • Talking partners. • Group work. • Whole class circle time. • Class visual aids & prompts. • Visual timetables. • Key words/Word bank. • Drama activities. • Additional processing time. • Opportunities for individual, pair, group or whole class working. | <p>Pre-teaching of vocabulary. ICT software. Visual task board. Individual visual timetables.</p> <p>Communication & Interaction interventions are:</p> <ul style="list-style-type: none"> ➤ Time to Talk. ➤ Socially Speaking. ➤ Talkabout. ➤ Word Aware. ➤ Social Detective. ➤ Pre-teaching of new vocabulary/concepts in class or at home. <p>Referral to and advice from speech & language team</p> | <p>Targeted work from Speech & Language therapist. 1-1 or small grp</p> <p>Support from SSS (SEND support services).</p> <p>Support from outreach services including Maplefields and Rowan Gate</p> <p>Advice from ADHD/ASD Team.</p> <p>Advice from E.P.</p> <p>Use of Social Skills grps i.e. lunch Club or 1-1- to model use of language & meaning.</p> <p>Access to ICT teaching i.e touch typing, tablet, talk tin</p> |
| <p>Sensory & Physical</p> | <ul style="list-style-type: none"> • Scaffolded support in curriculum planning. • Fine motor skill activities such as: peg boards, putty, cutting skills etc. • Additional movement breaks planned on a visual checklist. • Seating plans or group tables are used. • Use of specialist equipment: <ul style="list-style-type: none"> ➤ Pencil grips ➤ Sloping boards for desks ➤ Adapted cutlery ➤ Posture supports | <p>Use of specialist equipment including:</p> <ul style="list-style-type: none"> ➤ Coloured overlays ➤ Lap weights ➤ Wobble cushions ➤ Fidget kits. <p>Referral to O.T/Physio sevicees and then following advice from: Northamptonshire Occupational Therapy Toolkit & suggested activities. Individual fire/risk Assessments i.e. hearing/visual impaired chn. In class targeted support for child's access/safety.</p> | <p>Individual work station</p> <p>Social Stories</p> <p>Comic Strip conversations</p> <p>Targeted work from OT & Physiotherapy Outreach team.</p> <p>Individual support with self-care where appropriate.</p> |

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| | <ul style="list-style-type: none"> • Lessons organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning. • Outdoor learning opportunities. • Dedicated member of staff to deliver medication i.e. ADHD, epilepsy • Staff training .i.e. moving & handling | <p>Access to sensory areas & equipment</p> <p>Fine motor control programmes such as:</p> <ul style="list-style-type: none"> ➤ Write from the Start ➤ Speed Up! ➤ Additional Fine motor skills activities i.e. basket tasks specific to need. | <p>Individual support within class/P.E./lunchtimes/break/trips to be able to access all activities.</p> <p>Advice from E.P</p> <p>Nessy fingers (Touch typing) individual subscription following DEST screening.</p> |
| SEMH | <ul style="list-style-type: none"> • Follow school behaviour policy broken down into smaller “chunks” to be achievable. Clear expectations and how to achieve. • Regular feedback to parents/child on progress. • Whole school/class/individual rewards (Dojo’s). • Accurately paced lessons. • All pupils set appropriately challenging targets. • Class visual schedules (displayed in all classes). • Assemblies to promote values. • Weekly celebration assembly • PSHE curriculum. • Differentiated expectations of ability. • Multi-sensory teaching (visual, kinaesthetic and auditory). • Structured routines established. | <ul style="list-style-type: none"> • SDQ – Strengths & Difficulties Questionnaire https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/strength-and-difficulties-questionnaire.aspx • Boxall profile - Implemented individual targeted strategies to reduce possibility of “flare up”. • Referral to and support from behaviour support services i.e JOGO. • Social, communication interventions are: <ul style="list-style-type: none"> ➤ Socially speaking. ➤ Time to Talk. ➤ Anger Management Programmes – a tummy full of fireworks, volcano in my tummy, incredible 5-point scale. | <p>Individual behaviour support plan devised by class teacher/SENDCo.</p> <p>Individual reward system (linked to whole school Dojo system).</p> <p>Individual adaptation to behaviour policy.</p> <p>Daily meet & greet.</p> <p>1:1 support for social and emotional skills (based on Boxall outcomes).</p> <p>1:1 Drawing and Talking advanced.</p> <p>Pupils support documented on a One Page Profile (OPP) which details area of need, targets and support needed.</p> <p>Pupils provision detailed on class provision map.</p> |

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| | <ul style="list-style-type: none"> • Instructions/expectations are delivered clearly & reiterated where necessary so all children/parents understand. • Lunch Club • Teaching of calming strategies i.e box breathing | <ul style="list-style-type: none"> ➤ Anxiety Programmes – what to do when you worry too much, When my worries get too big, starving the anxiety gremlin, CAMHS workbook. ➤ SEAL activities. ➤ Lego Therapy ➤ Drawing and Talking. ➤ Small grp sessions i.e self-esteem /anxiety booklets. • Interventions monitored and reviewed on an ongoing basis (detailed on class provision map). • Additional transition support. • Individual timetables/schedules (including time in sensory room). • Access to fiddle toys/stress balls etc. • Lunch Club (smaller grp). • Support from parents support advisors – parenting groups offered/EHA. | <p>Support and advice from Jogo/Educational Psychologist/CAMHS/behaviour outreach specialists.</p> <p>Support from NCC SEMH panel – access to external resources including nurture provision.</p> |
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