



Riverbridge Primary School

Provision Management by SEN Category

2021-2022

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 - All Pupils	Wave 2 – Group Intervention	Wave 3 – Individualised Intervention
Cognition and Learning	<ul style="list-style-type: none"> ● COVID compliance across the school in accordance with current risk assessment. ● Welcoming and imaginative learning environment. ● All teachers have Qualified Teacher Status. ● The Early Years and Foundation Stage Curriculum and National Curriculum are followed. ● There is an expectation of Quality First teaching across the school. ● Staff have high expectations of both learning and conduct 	<ul style="list-style-type: none"> ● Colourful semantics program. ● Developing Phonological Awareness. ● Auditory Memory work. ● Pre-teaching vocabulary. ● Teaching concepts. ● Booster groups. ● More able booster groups. ● Additional guided reading groups. ● Handwriting groups. ● Hand skills groups. ● REMA support. 	<ul style="list-style-type: none"> ● Boosting Reading Potential. ● SNAP on to Maths. ● Toe by Toe. ● Target 1:1 readers. ● Language for Thinking. ● Sequencing cards. ● Learning and Language Support/Behaviour Support/Educational Psychology involvement. ● Coloured overlays. ● Precision teaching. ● Workstations. ● Now/next boards. ● Personalised individual timetable.

	<p>behaviour – Eight Great Ways to Being our Best.</p> <ul style="list-style-type: none"> ● Regular marking and feedback focus on next steps in learning. ● Differentiated curriculum to meet the needs of individuals. ● Clear objectives and next steps are shared with the children ● Carefully planned questioning. ● Pupil progress meetings with a focus on attainment and progress are held at data capture points across the academic year. ● Access to high quality texts using the Power of Reading. ● Targeted guided teaching to identify and close gaps in learning. ● TA support and targeted additional support. ● All classes equipped with an interactive whiteboard. ● Use of writing frames and visual prompts etc. ● Collaborative group and paired work. ● Range of high-quality practical resources to support learning, e.g. Numicon, bead strings etc. ● Focus on teaching vocabulary. ● Learning styles considered – visual, auditory and kinaesthetic. 		<ul style="list-style-type: none"> ● Teaching concepts. ● Fischer Family Trust. ● Boosting Reading Potential ● REMA support. ● Surrey Specialist Teaching Team for Inclusive Practice support ● Surrey Early Years Support team support
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	<ul style="list-style-type: none"> • Visual prompts, including visual timetable. • Pupil voice. • Regular training opportunities for all staff. 		
Communication and Interaction	<ul style="list-style-type: none"> • Structured school and classroom routines. • Communication friendly environment. • Visual timetables • Processing time given to pupils. • Language simplified to support understanding. • Repetition of instructions where appropriate. • Good language models. • Language development training. • Modelling of activity and modelling of language. • Vocabulary teaching – STAR words. • Vocabulary sent home on curriculum maps. 	<ul style="list-style-type: none"> • Pre-teaching vocabulary. • Teaching Children to Listen program. • Colourful Semantics program. • Time to Talk program. • Socially Speaking program. • Lego Therapy. • Semantic links. 	<ul style="list-style-type: none"> • Language for Thinking. • Pre-teaching vocabulary. • Barrier games. • Speech sounds work. • Attention bucket. • Now/next boards. • PORIC - concept teaching. • Makaton signing. • Semantic Links. • Surrey Speech and Language therapy support. • Freemantles ASD Outreach support. • Intensive interaction strategies. • Social stories. • TEACCH approaches. • Individual/personalised workstations. • Now/next boards. • Individualised timetable. • Personalised individual timetable.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour policy – Stay on Green. • Green Time. • Restorative justice approaches used. • Trauma informed practice. • Zones of Regulation in all classes. 	<ul style="list-style-type: none"> • Self-esteem groups. • Transition groups. • Time to Talk. • Socially Speaking. • Social stories. • Lunch Club. 	<ul style="list-style-type: none"> • Visual prompts to support understanding of emotions. • Emotions Books. • Social stories. • Playtime support. • Individualised reward charts. • Personalised Zones of

	<ul style="list-style-type: none"> ● Emotions Coaching approaches. ● School Council. ● Eco Council. ● Jigsaw PSHCE program. ● Circle time. ● Pupil voice. ● Positive Touch trained staff. ● Positive relationships between children and staff. ● Well Being Ambassadors ● Growth Mindset and the Learning Pit. ● Transition work, including Year 1 and Year R visits to Park Avenue Play Pod. ● School Houses and inter-house competitions. ● Worry boxes in classrooms. ● Reflection area in classrooms. 	<ul style="list-style-type: none"> ● Emotional Literacy Support Assistant. 	<ul style="list-style-type: none"> ● Pastoral support plans. ● Risk assessments. ● Behaviour Support, Educational Psychologist, Freemantles ASD Outreach, School Nurse and CAMHS support. ● Anger management. ● Time out cards. ● Talk tokens. ● Emotional Literacy Support Assistant - ELSA ● Home School Link Worker. ● Individual transition program, where appropriate. ● Circle of Friends. ● Talkabout program. ● Identified safe place.
Sensory and/or Physical	<ul style="list-style-type: none"> ● Appropriately sized furniture. ● Range of pencils and pens. ● Pencil grips. ● Flexible teaching arrangements and considered seating in class to support the needs of individuals ● Easily accessible, wheelchair friendly buildings. ● Disabled toilets ● All staff receive first aid training. 	<ul style="list-style-type: none"> ● Handwriting groups using the occupational therapy programmes. ● Sensory circuits. 	<ul style="list-style-type: none"> ● Occupational therapy support. ● Physiotherapy therapy support. ● Input from Physical and Sensory Support Services. ● Personalised resources, e.g. weighted lap mat, footstool, Caring Cutlery and ridged rulers. ● Touch typing skills – English Type Junior ● Writing slopes. ● Busylegz. ● Fidget toys. ● Access to ICT as appropriate. ● Enlarged text.

			<ul style="list-style-type: none">● Ear defenders.● Personalised visual timetables.● Intimate care plans.● Write from the Start program● Individual risk assessments
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