EASINGTON
CHURCH OF ENGLAND PRIMARY ACADEMY

Waves of Provision

PATRINGTON
CHURCH OF ENGLAND PRIMARY ACADEMY

Cognition & Learning	Communication & Interaction	Social, Emotional, Mental Health	Sensory & Physical
Children with cognition and learning difficulties may have low levels of attainment across subjects and find it difficult to acquire learning and therefore learn at a slower pace than their peers. The child may have difficulties with: ● Reading with fluency ● Comprehending what they have read ● Spelling ● Organising thoughts into sentences and paragraphs ● Recognising numbers ● Calculations ● Processing information ● Sequencing information ● Poor memory skills	Children with communication and Interaction difficulties may struggle to communicate effectively with others. These difficulties may look like: ● The use of speech sounds ● Understanding language, gestures, facial expressions and body language. ● Difficulty in understanding and processing language ● Expressive Language ● Difficulty with the use of spoken language or nonverbal communication	Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and maintain healthy relationships. These difficulties may look like: ● Anxiety ● Low mood ● Withdrawn ● Difficulties with friendships ● Challenging behaviours ● Mood swings ● Physical or verbal aggression ● Lack of personal boundaries ● Poor awareness of personal space ● Perceived injustices ● Disproportionate reactions to situations	Some children and young people with sensory and/or physical difficulties may require additional on-going support and/or equipment to access all the opportunities available to their peers. These difficulties may look like: ● Hearing loss ● Vision loss ● Multi sensory impairment ● Sensory processing difficulties ● Physical difficulty

Whole class	Targeted	Specialist
Support through Quality First Teaching. Effective inclusion of all pupils in high-quality everyday personalised teaching.	Support through time-limited, 1:1 or small group intervention to acceleratechildren's progress to enable them to work at or above age-related expectations.	Personalised plan of support, tailored intervention to accelerate progress or enable children to achieve their potential

Cognition & Learning		
Whole class	**Targeted**	**Specialist**
Adapted curriculum planning/teaching Use of assisted technology, voice recording, talking tiles/cans, use of a chromebook, Alternative multisensory activities to support and enhance learning Flexible seating/groupings Different learning styles catered for Phonics interventions	Phonics 1:1 support Specific maths intervention Specific writing / handwriting (1:1) intervention Precision teaching Pre/post teaching Dyslexia screener Assess, plan, do, review cycle in place with support plan in place	Educational Psychologist Learning Disabilities Team 1:1 support in core subjects EHCP

Providing access to resources to support learning Visual timetables Use of ‘hands on’ classroom learning aids (e.g. subject specific word mats, word lists coloured coded by category, writing frames, spell-checkers, specialist dictionaries, number lines, Numicon, ICT, etc.) Coloured overlays/paper, writing slopes, pencil grips Reduced background noise and distractions Targeted questioning Instructions/tasks broken down Talk partners		

Communication & Interaction		
Whole class	**Targeted**	**Specialist**

Adapted curriculum planning/teaching Modelled speech/language Modelled Interaction Targeted questioning Talking partners Group work Whole class circle time Class or individual visual aids and prompts Visual timetables Key words/word banks Drama activities Additional processing time Simplified/ limited Language	Pre-teaching of vocabulary Language for Thinking ELSA - social skills Lego Therapy Social stories Comic strip conversations	Bespoke timetable Targeted work from Speech and Language Therapist (SALT) Educational Psychologist Social Prescribers

Opportunities for individual, pair, group or whole class working 'I wish my teacher knew' box		

Social, Emotional, Mental Health		
Whole class	**Targeted**	**Specialist**
Adapted curriculum planning/teaching Whole school behaviour policy/curriculum Clear school & class rules PSHE planned lessons Whole school assemblies & Worship Class circle time Talking partners Class visual timetable Reward time	ELSA 1:1 or small group IGROW Coaching 1:1 or small group Yoga/Relaxation EBSA Drawing & Talking programme Friendship group Bereavement 1:1 or small group Lego Therapy Basic counselling and CBT Individual reward system Additional support in unstructured times Transition support	Educational Psychologist Camhs Counselling Winston Wishes Bereavement support Social Prescribers School Nursing Team Mental Health Support Team Early Help Children's Centre Boxall / nurture plan Multi-element Plan

Visual reward systems Time out card Timers Positive touch Praise and high expectations Whole class behaviour system Dojo's Certificates Student Parliament Fiddle objects Outdoor learning/Forest School Communication book with home ABC Analysis Template 'I wish my teacher knew' box	Targeted PSHE 1:1 or small group Team pupil	

Sensory & Physical		
Whole class	**Targeted**	**Specialist**
Adapted curriculum planning/teaching Adaptations to the classroom if required Fine motor skill activities such as play dough, dough disco, finger yoga, cutting etc. Additional movement breaks School building is accessible for all Classrooms have age appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning High quality resources are readily available, organised to enable independence Seating plans	Sensory diet / sessions Use of specialist equipment Pencil grips Coloured overlays Writing slope Adapted cutlery Gross motor programmes Fine motor programmes Large print Large keyboard for computer work Sensory support - chair band, wobble cushion, ear defenders Timers Sensory boxes/ calming areas	Individual workstation Targeted work from Occupational Therapy Sensory Hub Physiotherapy Individual support with self-care where appropriate ICT program to develop keyboard skills