



Riverbridge Primary School

Provision Management by SEN Category 2020-2021

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 behaviour – Four Core Skills and Eight Great Values. • Regular marking and feedback focus on next steps in learning. 	<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. • Teaching concepts. • Fischer Family Trust. • Boosting Reading Potential

	<ul style="list-style-type: none"> ● 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. ● Visual prompts, including visual timetable. ● Pupil voice. ● Regular training opportunities for all staff. 		<ul style="list-style-type: none"> ● REMA support. ● Surrey Specialist Teaching Team for Inclusive Practice support ● Surrey Early Years Support team support
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<p>Communication and Interaction</p>	<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.
<p>Social, Emotional and Mental Health</p>	<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. ● Emotions Coaching approaches. ● School Council. ● Eco Council. ● Jigsaw PSHCE program. ● Circle time. ● Pupil voice. ● Positive Touch trained staff. 	<ul style="list-style-type: none"> ● Self-esteem groups. ● Transition groups. ● Time to Talk. ● Socially Speaking. ● Social stories. ● Lunch Club. ● Emotional Literacy Support Assistant. 	<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 ● Pastoral support plans. ● Risk assessments. ● Behaviour Support, Educational Psychologist, Freemantles ASD Outreach, School Nurse and CAMHS support. ● Anger management.

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