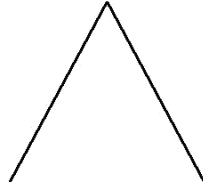


Waves of Provision Model

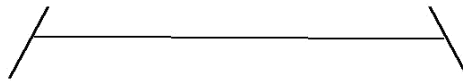
SEND at Oasis Academy Wintringham





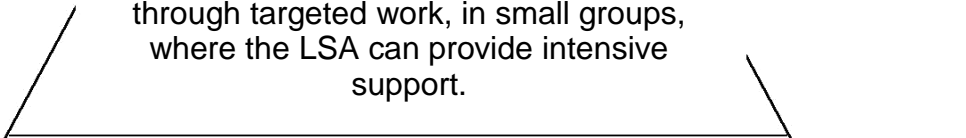
Wave 3

Individualised programme
With 1:1 support where possible.
External agency support



Wave 2

A short-term programme of study away from the mainstream classroom. This enables pupils to close the attainment gap through targeted work, in small groups, where the LSA can provide intensive support.



Wave 1

High Quality First Teaching, where staff are given strategies to support pupils with SEND. This involves differentiated activities and resources. It may also mean support from an additional adult in the room.



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Wave 1

Effective inclusion for all students through High Quality First Teaching.

- Such teaching will, for example, be based on clear objectives that are shared with the students and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Teachers will appropriately differentiate work based on individual needs.
- Use of suggested strategies that are available on SIMS for all staff to access.
- Regular training and INSET on teaching and learning including specific SEND training.

Approaches like these are the best way to reduce, from the start, the number of students who need extra help with their learning or behaviour. The Quality First Teaching is supported by whole-school frameworks and policies and schemes of work are designed to ensure all students make good progress.



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Wave 2

Wave 2 involves targeted, small-group intervention for students who can be expected to catch up with their peers.

Examples are:

- LSA support targeted in lessons
- Literacy programmes, and reading interventions
- Social and emotional aspects of learning (SEAL) materials.
- Chaplaincy Mentoring Programme
- 1:1 Counselling

Wave 2 intervention is designed for students for whom a well-structured short-term programme, delivered by support staff, enables them to make progress. These interventions are appropriately targeted and time-limited. The aim is that a short, sharp intervention will put students back on track to meet or exceed expectations.



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Wave 3

Wave 3 is our highest level of support available within the mainstream school. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First Teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help.

This means that we will be able to target their resources more effectively, at fewer students. Wave 3 support is aimed at maximising progress and minimising performance gaps.

This involves:

- One to one or small group support via a specialist teacher, highly trained LSA or academic mentor towards the achievement of very specific targets.
- School identifies training needs of staff involved and ensures they can access appropriate training in and out of school.
- Specialist Advisory Service intervention.
- EP intervention.
- Application for EHCP



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Area of need: Cognition and Learning

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Differentiated LSA • Visual timetables • Use of writing frames • Access to ICT • Modelling • Access to homework clubs • Modified curriculum pathways • Revision classes • Guided options choices 	<ul style="list-style-type: none"> • Literacy programmes • Booster lessons • In class support from LSA • Individualised timetable at KS4 • Guided reading within lessons • Supplementary coursework sessions 	<ul style="list-style-type: none"> • Small group or 1:1 • Exam concessions at KS4 • Advice from EP or Specialist Advisory Service • Application for EHCP

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Area of need: Communication and Interaction

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Differentiated curriculum planning • In class targeted teacher support • Simplified language • Pre-teaching key words • Use of writing frames • Use of Symbols • Structured routines • Revision classes • Guided options choices 	<ul style="list-style-type: none"> • In class support from LSA on supporting speech and language • Use of ICT • Peer mentoring • Extra coursework sessions 	<ul style="list-style-type: none"> • Small group or 1:1 support for language SEAL • resources/programme • Exam concessions at KS4 • Advice from EP or Specialist Advisory Service <ul style="list-style-type: none"> • Application for EHCP <p style="text-align: center;">BELIEVE, ACHIEVE, SUCCEED</p>

Area of need: Social Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school rewards policy • Circle time • Lunchtime club • Modelling positive • Stress card 	<ul style="list-style-type: none"> • Group circle time • In class support from LSA targeted on behaviour, access and <ul style="list-style-type: none"> • Individualised timetable at KS4 	<ul style="list-style-type: none"> • Small group or 1:1 support for social skills • Individual counselling • House/Pastoral support • Anger management Exam concessions at KS4 • Advice from EP or Specialist Advisory Service • Time out sessions • PSP/Behaviour plans CAMHS • Application for EHCP

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Area of need: Sensory and Physical

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff awareness of implications of impairment • Adapted resources in the classroom • Access to ICT • Improved accessibility 	<ul style="list-style-type: none"> • Additional keyboard training • Additional fine motor skills practice • In class LSA support for supporting access and safety 	<ul style="list-style-type: none"> • Individual support during practical subjects • Exam concessions at KS4 • Physiotherapy • Occupational therapy • Advice from EP or Specialist Advisory Service <ul style="list-style-type: none"> • Specialist medical advice • Application for EHCP



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