Wave 1: Universal Provision

- This refers to high-quality teaching and strategies that are applied universally to all students in the classroom.
- It includes differentiated instruction, flexible grouping, clear learning objectives, and other evidence-based teaching practices that aim to meet the diverse needs of all students.
- These strategies are provided to all students, including those with additional needs, but it's not specific to individual students.

Wave 2: Targeted Provision

- This level of provision targets small groups of students who may need additional support beyond the usual classroom differentiation.
- Interventions might be more specific, such as small group work or targeted literacy and numeracy support, often inside the normal classroom setting.
- These students may have been identified through assessment or teacher observations, and they receive extra help in areas where they are struggling.
- Children accessing this provision may or may not have a pupil learning plan.

Wave 3: Specialist Provision

- This level provides intensive, individualized support for students with significant needs, often beyond what can be provided through Wave 1 or Wave 2 interventions.
- This support may be provided by specialist staff such as SENCOs, learning support assistants, or external professionals.
- The interventions are tailored specifically to the student's needs and might involve one-on-one support, specialist therapy, or other targeted interventions to address more complex learning needs.
- Children accessing this provision will have a pupil learning plan.
- Some children require an Educational Health and Care Plan that sets out the provision an individual child will need.

Provision Map Breakdown:

Wave	Support/Intervention	Who it is for	Duration/Setting
Wave 1	Differentiated teaching, flexible grouping, clear learning objectives, quality first teaching	All students (universal)	In-class (whole class)
Wave 2	Small group interventions (e.g., additional literacy or numeracy support, social skills training)	Students requiring extra support (identified through assessment)	Small groups, outside regular lessons

Wave 3	One-on-one support, specialist interventions, personalized learning plans	Students with significant learning difficulties or disabilities	Individualized, specialist provision

The **SEND Code of Practice** outlines four broad areas of need for students with Special Educational Needs and Disabilities (SEND):

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional, and Mental Health**
4. **Sensory and/or Physical Needs**

Area of Need	Identification	Assessments	Wave 1: Universal Provision (Quality first teaching -see pupil support guide)	Wave 2: Targeted Provision (Additional Support)	Wave 3: Specialist Provision (Individualized Support)
Communication and Interaction	**Communication difficulties**	-WELLCOMM	-WELLCOMM informed planning -Pictorial class timetable	- Small group language therapy: WELLCOMM -Pictorial individual timetable -Lego Club	- One-on-one: WELLCOMM -Woolgrove outreach targets
	Difficulties processing information	- Herts literacy difficulties assessment	- Structured classroom environment with visual timetables. - Use of clear speech and visual cues in lessons. -Clear class routines	- Scaffolded learning/ concrete resources -Visual organiser -Task planners -Literacy difficulties intervention	- Communication aids for students with more severe communication needs: Now and next boards -Use of colourful semantics
	Difficulties with expressive language: **-Mispronunciation, lisp, or hesitation in speech**	-British Picture Vocabulary Scale -Communication and Autism Team (External)	- Scaffolding of instructions for students with language difficulties.	- Support with language-based activities (e.g., reading comprehension).	-Actions from CAT team implemented -Intervention program as provided by SALT.

	-Limited vocabulary, misuse of words or grammar **-Difficulty expressing thoughts clearly**	-SALT (External)	-Modelling correct pronunciation without requesting repetition -Use visuals, Makaton signing (available in Rainbow Room) -Provide extra time and reduce pressure to respond -Offer choice-based or visual prompts for responses -Focus on commenting rather than questioning	- Social skills training in small groups -Social stories	
	Difficulties with receptive language	-SNAP assessment -Herts literacy difficulties assessment -York assessment of reading for comprehension	- Clear, one-step instructions and gradually increase complexity -Pre-teach key vocabulary and abstract terms -Chunked tasks and use visuals -Peers learning partners -Visual support (cards, cues) for repetition requests -Use of technology	-Use of WIDGET to create individual timetables -Speech and language support devised by a therapist and implemented by an LSA - Fresh start (RWI) - Literacy difficulties intervention -Talkabout/Socially Speaking -Reading for meaning intervention -Small group language therapy: WELLCOMM	-Nessie art therapy sessions (External) -NHPSS mentoring 1.1 sessions - One-on-one: WELLCOMM

Cognition and Learning	**General Learning Difficulties**	-Teacher assessment -PIVATS	- Differentiated learning activities to meet diverse needs. -Differentiated instruction and real-life contexts Chunked lessons in manageable steps -Revisit key vocabulary from previous sessions -Support through visuals, scribing, iPads, and -Praise-based reinforcement	- Targeted interventions for literacy/numeracy (e.g., reading intervention programs). - Brain breaks -Physical breaks -Busy Boxes	- One-on-one tutoring or specialized teaching support.
	Literacy	-Herts Literacy difficulties assessment -Read Write Inc termly assessment -	- Use of visual aids and manipulatives in the classroom. - ICT tools, highlight key text, allow for extra time -Planning frames, cloze procedures, and -Models and visuals for structuring work -Emphasise effort and independence with practical strategies -Word banks	- Fresh Start - Now and Next boards -Read Write Inc catch-up -In-class support or small group work - Coloured overlays -Individual Timetable -Task Planners -Beat Dyslexia Small group intervention -Additional reading sessions (governors)	- Specific learning plans for students with significant cognitive needs. -One to one RWI catch up sessions -Woolgrove outreach -One to one Herts Specific literacy difficulties intervention

	Maths	-UCAN2 assessment	- Flexible grouping based on learning needs. -Pictorial timetable	-UCAN2 group intervention -Individual Timetable -Task Planners -Number fact banks -Now and Next boards -5 minute maths box -Use of assistive technology to support learning.	-Woolgrove outreach -One to one UCAN2 intervention -One to one numicon intervention -Precision teaching (one to one with LSA)
	Concentration Difficulties	-SDQ	-Fiddle toys and movement breaks -Clear routines and praise systems -Positional seating and consistent expectations -Check-ins and self-monitoring tools -Task planners	- Lego Club -Individual Timetable -Task Planners -Word banks	
Social, Emotional, and Mental Health	**Low mood** **Behaviour difficulties** **Dysregulation**	-SDQ -SNAP assessment -Mental Health Questionnaire - ESBA parent and pupil questionnaire	- Regular PSHE (Personal, Social, Health Education) lessons. - Whole-school approach to mental health awareness and well-being. - Differentiated behaviour management strategies. -Values based education -Mindfulness Activities	- Small group interventions (e.g., anxiety management, friendship groups). -Talkabout - Calming the angry Gremlin -Calming the anxiety Gremlin - My Hidden Chimp - Mentoring and additional pastoral support. - NESSIE - Check ins with Family Support Worker	- One-on-one counselling sessions provided by STEP2, CAMH's etc . - Specialist mental health interventions (e.g., art therapy, CBT). -NESSIE - Risk Reduction Plans (RRP) for individual students. -One to one support sessions for family from Mental Health Practitioner

	Anxiety		-Whole school behaviour policy -PHSE jigsaw curriculum -Zones of Regulation -Play leaders -Lunch time clubs in year 2, 6 and rainbow room	- Social skills support for students with social communication difficulties. -Group support session from the schools Mental Health Practitioner (Amy Johnston) -Transition Support from NHPSS (Secondary transition) -Social stories	-One to one sessions with with North Herts Primary Support Service -Home school record -Peer mentoring -Telephone updates with parents -Support at unstructured times
Sensory and/or Physical Needs	**Hearing Impairment** **Visual Impairment** **Physical Disability** **Sensory Processing**	-Physiotherapy reports -Visual/Hearing team reports and next steps -Medical assessments/ information	- Adaptations for students with physical disabilities (e.g., seating arrangements). -Differentiated tasks to accommodate physical disabilities. -Accessibility Plan -Structured breaks -Preparation for sensory events like fire drills -Thoughtful seating and building structured routines -Medical Support -Left handed equipment	- Physical and occupational therapy support. - Support for students with sensory processing difficulties (e.g., breaks, sensory breaks). -Regular sensory breaks for students with sensory needs. - Use of technology to support physical access (e.g., voice-to-text, adapted keyboards). - Sensory Circuits activities -Reasonable adjustments to the environment -Access to specialist equipment (wobble cushions, sloping boards, ear defenders)	-Access to sensory areas and specialized equipment. - Specialist physical or occupational therapy interventions. - One-on-one physical therapy and equipment (e.g., wheelchairs, walking aids). -Risk Reduction Plans -Medical support plans -Lego club

				-Fine and gross motor skill groups -Sensory tools (fidgets, chewables),	

Some children will have an Educational Health and Care Plan that will highlight the additional provision the individual child will need.