



Glusburn Whole School Provision

Wave 1- Inclusive quality first teaching for all

- Good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2- Additional interventions to enable children to work at age- related expectations or above

- Specific, additional and time- limited interventions provided for some children who are falling behind age- related expected level- often targeted at a group of pupils with similar needs.

Wave 3- Additional highly personalised interventions

- Targeted provision for a small percentage of children who either require a high level of additional support/ specialist provision to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional and different from wave 2 intervention

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
Cognition and Learning				
Useful websites: British dyslexia Association (bdadyslexia.org.uk) The Dyslexia-SpLD Trust - Home				
❖ Low level of attainment ❖ Phonological and short-term memory difficulties ❖ Difficulty acquiring new skills ❖ Difficulty in dealing with abstract ideas ❖ Some speech and language difficulties e.g. generalising information, understanding abstract language ❖ Some difficulties with fine or gross motor skills ❖ Some signs of aggression and or frustration with learning ❖ Difficulties involving specific skills such as sequencing, ordering, word finding ❖ Difficulty forming concepts particularly when information is more abstract ❖ Limited skills in verbal exchanges ❖ Avoidance strategies ❖ Low self-confidence/ esteem ❖ Episodes of dis- engagement ❖ Slower progress in peers compared to peers ❖ Hearing and sequencing sounds- common in 4/5-year-olds but should catch up by end of year 2	➤ Pupil's name and eye contact established before giving instructions (unless ASD is presented/ suspected) ➤ Clear and simple instructions, breaking down longer instructions and giving one at a time ➤ Clarify, display and refer back to new/ difficult vocabulary ➤ Pre teach vocabulary and key concepts ➤ Check for understanding ➤ Consistent use of positive language ➤ Jot down key points/ instructions ➤ Increased visual aids/ cues and prompts ➤ Visual timetables ➤ Use of writing frames ➤ Access to word processor/ iPad ➤ Make learning multisensory, (visual, auditory and kinaesthetic learning) making use of music, actions, graphics etc ➤ Allow plenty of time for recall/ processing. ➤ Mastering Number programme ➤ Times table rock stars ➤ One minute Maths ➤ 123Maths ➤ Collaborative working opportunities/ Peer support ➤ Key vocabulary displayed/ available ➤ Consistent use of terms	➤ Targeted structured literacy/ numeracy programmes ➤ Computer intervention programmes ➤ Alternative methods of recording work e.g. mind mapping, role play, use of ICT ➤ Teach note taking and short hand ways of recording information ➤ Teaching memory strategies ➤ Additional times for key curriculum areas ➤ Access arrangements for tests/ exams ➤ Little Wandle phonics/ reading intervention ➤ Coloured resources e.g. paper, overlays ➤ Reading rulers and number lines ➤ Voice recognition software for dictation ➤ Use of writing frames to help organise writing. ➤ Stile intervention group to support reading comprehension ➤ Black Sheep Narrative- R- yr1 To (language support) ➤ Black Sheep- Time for sounds R-Yr1 ➤ Black Sheep press 'Speaking and Listening through Narrative' (ks1) ➤ Black Sheep- What goes together. ➤ Year 6 homework club (after school) ➤ Exposure to new vocabulary if accessing book bands below their age this could be through audio books ➤ Multi-sensory learning- using 2 or more of their senses ➤ ACE dictionaries ➤ Electronic spell checkers ➤ Maths dictionaries- to aid understanding ➤ Time to Talk programme ➤ Shine- Comprehension intervention ➤ Touch typing- typing club ➤ Little Wandle Fluency Intervention	➤ Opportunities for 1:1 pre-teaching in preparation for whole class sessions including difficult and new vocabulary (support from ATA's, GTAs) ➤ Memory strategies explicitly taught 1:1 and personalised to the learning task and students learning style. ➤ Agree a discreet signal with a student to indicate when they need help in class e.g., by turning over a coloured card. ➤ Precision teaching (1:1 daily 10-minute sessions) ➤ Outside agency support and interventions e.g., SEND HUB NYCC, Ed Psychologists, OT ➤ Use of specialist programmes to make resources e.g., communication in print ➤ Paired reading (tutor and tutee) ➤ Text to speech software/ CLIKER apps ➤ Daily reading ➤ Toe by Toe intervention.	✓ Increased access to the curriculum ✓ Increased retention of key instructions and information ✓ Improved access to learning ✓ Improved engagement and desire to learn/ motivate ✓ Ability to work more independently ✓ Able to record information in a variety of ways ✓ Increase confidence and self esteem ✓ Reduction in Anxiety ✓ Decrease in number of frustrated and or aggressive behaviours ✓ Improved listening and attention ✓ Increased self-confidence and self esteem ✓ Improved attainment ✓ Improved pupil voice in subject areas

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
SOCIAL and EMOTIONAL MENTAL HEALTH				
Useful websites: https://www.challengingbehaviour.org.uk/ https://localoffer.bradford.gov.uk/service/724-bdcft-child-and-adolescent-mental-health-camhs https://www.sec-ed.co.uk/best-practice/understanding-and-supporting-semh-pupils-schools-teachers-vulnerable-children/ https://adhduk.co.uk/				
❖ Experiencing difficulty in remaining on task, inattentive ❖ Inability to follow routines and instructions ❖ Presenting as significantly unhappy, anxious or stressed ❖ Seeking frequent adult support/ attention ❖ Frequent low-level disruptions ❖ Failure to make the progress anticipated across many areas of the curriculum ❖ Showing signs of frustration and early indications of disaffection or disillusion ❖ Difficulty in making and maintaining healthy relationships with peers ❖ Presenting as withdrawn or tearful ❖ Poor or sporadic attendance ❖ Vulnerable to bullying, manipulation or exploitation ❖ Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks ❖ Engage in bullying type behaviours ❖ Uncooperative or defiant ❖ Demonstrations of behaviours that challenge ❖ Placing themselves or others at risk of harm ❖ Exclusions ❖ Mental Health difficulties e.g., mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm ❖ Mental Health disorders e.g., depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours	➤ Whole school behaviour policy ➤ Whole school SEMH policy ➤ Class reward systems ➤ Circle Times and PSHCE curriculum that is progressive and includes SRE and Safeguarding ➤ My Happy Mind teaching weekly (whole school) ➤ Teachers draw on a variety of teaching styles and approaches (open and closed tasks, visual, auditory or kinaesthetic learning) matched to the needs of individuals. ➤ Organisation of the classroom environment is conducive for learning ➤ Use of ICT as an access strategy, Education City, ITP, Espresso, Clicker ➤ Home school diary ➤ Positive language used to re-direct and reinforce expectations ➤ Time out system within the classroom ➤ SMART Targets linked to needs of pupil ➤ Pupil and Parental involvement ➤ Visual prompts ➤ Limited language when pupil is struggling ➤ Peer supporters ➤ CPOMS to record incidents ➤ Training for staff to ensure they have knowledge and strategies to support SEMH needs	➤ Lego Therapy ➤ Time to Talk (Ginger Bear) intervention EYFS ➤ Circle of Friends intervention ➤ Peer support activities ➤ Access to Nurture room ➤ Breakfast Club (before school) ➤ Comic strip conversations https://bcuhb.nhs.wales/services/a-z-of-services/services/neurodevelopmental/documents/comic-strips/ ➤ Social stories ➤ Visual prompt cards e.g., turn taking/toileting ➤ Feelings check in- thermometer ➤ Incredible 5-point scale ➤ Black Sheep Narrative- R- yr1 (language support) ➤ EYBIC- Early Years Based Information Carrying resources/ intervention (R-KSI) ➤ Black Sheep- Time for sounds R-Yr1 ➤ Black Sheep- What goes together. ➤ Black Sheep press 'Speaking and Listening through Narrative' (ks1) ➤ Now and Next approach to tasks ➤ Consistent calming strategies e.g., thinking time ➤ Peer mentoring (as appropriate) ➤ Peer supporters, Buddies (Glusburn Ambassadors) ➤ Well-being Champions ➤ Movement break cards for individual use.	➤ Individual reward system ➤ Home – school record (daily) ➤ Time out strategies / Calm down space ➤ Individual workstation and visual timetable ➤ Regular sensory breaks ➤ Makaton ➤ Individualised timetable ➤ Agree a discreet signal with a student to indicate when they need help in class or are struggling with emotions e.g., by turning over a coloured card. ➤ Outside agency support and interventions e.g., SEND HUB NYCC, Ed Psychologists, OT, SELFA, MHST ➤ Use of specialist programmes to make resources e.g., communication in print ➤ Intensive Interaction approach ➤ STAR analysis of behaviours ➤ Time to talk before going home to discuss any issues that have arisen through the day ➤ Personal evacuation plans if needed (PEEPS) ➤ Behaviour and Risk assessment if needed ➤ Calm down space/ time out strategies /Busy box ➤ Access to learning mentor support ➤ Access to Sensory room.	✓ Whole school practice that is positive, restorative and aids resolution of conflict ✓ Improved self confidence in managing behaviours that are challenging ✓ A sense of belonging ✓ Pupils that feel safe in school ✓ Reduced risk-taking behaviours ✓ Confident and resilient learners ✓ Pupils who can self-regulate ✓ Pupils with a positive perception of themselves ✓ Positive engagement and participation in learning ✓ Increased levels of independence within pupils ✓ Improved concentration and attention ✓ Positive social interactions and relationships with others resulting in improved friendships and relationships ✓ Able to work collaboratively and independently ✓ High aspirations of self and a can-do attitude ✓ Reduction in feelings of anxiety, fear and anger ✓ Risk assessments and support plans that are co-produced with parents and the child ✓ Able to identify emotions ✓ Good attendance ✓ Accelerated progress ✓ Improved emotional and mental health ✓ Decrease in incidents of high-level challenging behaviour leading to more participation

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
SENSORY and PHYSICAL				
Useful websites: https://www.batod.org.uk/ https://councilfordisabledchildren.org.uk/ https://nofas.org/about-nofas/ https://www.ndcs.org.uk/ https://www.natsip.org.uk/ https://pdnet.org.uk/ https://www.otforkids.co.uk/problems-we-help/fine-motor-difficulties.php https://childbraininjurytrust.org.uk/				
❖ Hearing loss- severe, moderate or mild ❖ Missing or mishearing spoken information ❖ Attention, concentration, listening and speech development affected ❖ Expressive and receptive skills ❖ Difficulty retaining information ❖ Poor phonological awareness ❖ Processing of unknown language takes longer ❖ Fluctuating hearing loss ❖ Difficulty with new social situations ❖ Impaired auditory perception ❖ Difficulty listening at a distance of more than two meters from the speaker ❖ Listening/ lip- reading fatigue ❖ Inability to hear in a poor acoustic environment ❖ Visual impairment/ loss of visual field- severe, moderate or mild ❖ Reduced visual impairment ❖ Difficulty with handwriting/ fine motor control ❖ Sensory processing needs ❖ Gross motor and mobility issues ❖ Difficulty moving around school ❖ Managing own physical needs independently ❖ Misinterpretation of social cues ❖ Visual fatigue ❖ Colour perception difficulties ❖ Accessing standard classroom equipment ❖ Auditory and Visual perception difficulties ❖ Functional language difficulty ❖ Risk of isolation ❖ Ability to respond to fire alarms	➤ Close liaison with parents and carers ➤ Encourage pupils to use aids, e.g., hearing aids, glasses ➤ Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment ➤ Enclosed rooms/ teaching areas ➤ Reduced back ground noise to improve acoustic environment ➤ Flexible teaching arrangements ➤ Staff aware of implications of physical impairment ➤ The use of additional time to allow for processing of information, formulating responses and completing tasks ➤ Ensure you have the pupil's attention before speaking ➤ Access to visual clues ➤ Subtitles on audio visual material ➤ Modified resources e.g., simplified text/ language ➤ Systems in place to support individuals with mobility issues ➤ Clear, non 'busy' worksheets ➤ Questions numbered to help with sequencing of task ➤ Covering over part of a worksheet that is not being worked on to reduce distraction ➤ Do not ask visually impaired children to share books or worksheets ➤ Photocopies need to be of high quality, good contrast, clear and not reduced in size ➤ Work cards should be clear with good contrast between print and card, avoid work cards	➤ Referrals to OT if needed ➤ Support with writing in class ➤ Follow subject specific advice from specialists for adaptations ➤ Medical plans followed ➤ Physio and or exercise to be followed throughout the day ➤ Access to resources for supports e.g., special scissors, rulers, a range of writing tools ➤ Sloping writing wedge ➤ Non slip mat ➤ Training for staff who may be involved in moving and handling for pupils	➤ Teach Touch typing skills ➤ Appropriate seating and work station ➤ Reading/marker 'window' ➤ Using software to aid recording e.g., Clicker ➤ Opportunities to develop independence and decision making ➤ Advance planning and special arrangements in order to be included in off-site visits ➤ Special arrangements to be made for testing / examinations ➤ Outside agency support and interventions e.g., SEND HUB NYC, Ed Psychologists, OT	✓ Timely referral and intervention ✓ Increased/ equal access to the curriculum ✓ Improved speech discrimination ✓ Increased subject vocabulary ✓ Increase in understanding of spoken language ✓ Increased retention of key instructions and information ✓ Improved access to learning ✓ Improved social inclusion ✓ Reduced visual fatigue ✓ Ability to work independently ✓ Able to record information ✓ Improved level of achievement ✓ Improved self-esteem and social and emotional development ✓ Increased confidence approaching new situations leading to better participation ✓ Increased confidence and understanding of diagnosis, implications and strategies

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
Communication and Interaction				
Useful websites: The Autism Education Trust (AET) progression tool https://www.autismeducationtrust.org.uk/ https://ican.org.uk/i-cans-talking-point/ http://www.selectivemutism.org.uk/ https://www.autism.org.uk/ https://www.autism.org.uk/ https://stamma.org/				
❖ Difficulty knowing how to talk and listen to others in conversations ❖ Difficulty making and maintaining friendships ❖ Anxiety in busy, unpredictable environments ❖ Difficulties coping in new or unfamiliar situations ❖ Inability to cope with unstructured social situations, including transitions ❖ Inability to use knowledge and skills functionally ❖ Difficulty predicting others and understanding their motives ❖ Rigid thinking including rituals and routines ❖ Attention and conversations focused on own needs and interests ❖ Extreme reactions ❖ Unable to cope with people in their personal space ❖ Physical outbursts if anxious ❖ Echolalia ❖ Lack of response inhibitions e.g., shouting out, can't take turns ❖ Literal understanding of language- fails to understand sarcasm, humour etc. ❖ Physically challenging behaviour ❖ Sensory seeking behaviours ❖ Reactions to sensory stimuli ❖ Difficulty with independence skills such as dressing, eating, toileting etc. ❖ Selective mutism ❖ Stammering	➤ Say what you mean (avoid sarcasm etc.) ➤ Preparations for change in routine ➤ Visual timetable ➤ Broken down instructions maybe visual or bullet points ➤ Clear rewards and sanctions ➤ Clear and specific learning objectives ➤ Pace and pitch of lessons ➤ Check in during activities ➤ Explicit expectations of work ➤ Prompt cards for group roles and conversation skills ➤ Regular mentor support from adults and or peers ➤ Training as required for needs of pupils ➤ Structured play opportunities at unstructured times ➤ Use of ICT as access strategy e.g., Clicker 5, 2 Simple, Word Shark, Number shark ➤ Talk for writing/ reading approach ➤ Maths lesson oracy starters	➤ Lego Therapy ➤ Time to Talk (Ginger Bear) intervention EYFS ➤ Circle of Friends intervention ➤ Peer support activities ➤ Access to Nurture room ➤ Breakfast Club (before school) ➤ Comic strip conversations https://bcuhb.nhs.wales/services/a-z-of-services/services/neurodevelopmental/documents/comic-strips/ ➤ Social stories ➤ Visual prompt cards e.g., turn taking/ toileting ➤ Feelings check in- thermometer ➤ Incredible 5-point scale ➤ Black Sheep Narrative- R- yr1 (language support) ➤ EYBIC- Early Years Based Information Carrying resources/ intervention (R-KSI) ➤ Black Sheep- Time for sounds R-Yr1 ➤ Black Sheep press 'Speaking and Listening through Narrative' (ks1) ➤ Build Me Emotions (EYFS) ➤ Now and Next approach to tasks ➤ Choose to Cope program ➤ Friday afternoon reward/life skills time ➤ STILE- Comprehension intervention ➤ Black Sheep- What goes together.	➤ Individual workstation and visual timetable ➤ Regular sensory breaks ➤ Makaton ➤ Individualised timetable ➤ Agree a discreet signal with a student to indicate when they need help in class or are struggling with emotions e.g., by turning over a coloured card. ➤ Outside agency support and interventions e.g., SEND HUB NYC, Ed Psychologists, OT ➤ Use of specialist programs to make resources e.g., communication in print ➤ Intensive Interaction approach ➤ STAR analysis of behaviours ➤ Time to talk before going home to discuss any issues that have arisen through the day ➤ Personal evacuation plans if needed (PEEPS) ➤ Behaviour and Risk assessment if needed ➤ Calm down space/ time out strategies ➤ Busy box ➤ Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary ➤ Use of Sensory room.	✓ Reduced anxiety ✓ Improved capacity for independent learning ✓ Increase in social interactions ✓ Improvements in social relationships and friendships ✓ Independent access to the school day ✓ Ability to take part in group activities ✓ Improvement in focus and attention ✓ Follow school routines independently ✓ Reduction in distressed behaviours ✓ Greater participation at unstructured times ✓ Able to access the mainstream curriculum with support ✓ Reduced anxiety and or frustration ✓ Improved mental health

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
SPEECH				
❖ Limited speech ❖ Echolalia ❖ Speech that is difficult to understand ❖ Decoding often poor in literacy ❖ Speech maybe incomprehensible to an unknown adult or peer ❖ Specific difficulties in hearing or perceiving speech, particularly in distracting environments ❖ Speech and Language therapist input	➤ Provision of a quiet workstation ➤ Application of specific speech targets during the day in a quiet environment ➤ Attention and listening activities ➤ Oral blending and segmenting linked to Little Wandle ➤ Consistent support from all staff ➤ Speech and Language training when required ➤ Support to develop peer relationships and participate fully in group work ➤ Little Wandle Phonic scheme ➤ Visual prompts ➤ Talk for writing/ reading approach	➤ Targeted speech group ➤ Precision teaching ➤ Talk buttons/ recording devices ➤ Phonological awareness activities linked to speech production ➤ Parental engagement to aid understanding of child's communication ➤ Lego Therapy ➤ Time to Talk (Ginger Bear) intervention EYFS ➤ Visual prompt cards e.g., turn taking/ toileting ➤ Black Sheep Narrative- R- yr1 (language support) ➤ EYBIC- Early Years Based Information Carrying resources/ intervention (R-KSI) ➤ Black Sheep- Time for sounds R-Yr1 ➤ Black Sheep press 'Speaking and Listening through Narrative' (ks1) ➤ ELKLAN Language Builders KSI &2 ➤ Black Sheep- What goes together.	➤ Follow advice and implement SALT targets/ advice ➤ Total communication approach including Makaton signs, symbols and gesture ➤ Outside agency support and interventions e.g., SEND HUB NYC, Ed Psychologists, OT ➤ Use of specialist programs to make resources e.g., communication in print ➤ Intensive Interaction approach	✓ Correct pronunciation of sounds in some situations ✓ Segmentation of spoken words ✓ Confidence ✓ Improved production of speech sounds ✓ Some use of vocabulary learnt throughout topics ✓ Improved articulation of speech sounds at words, sentence or conversation level

Area of Need	Wave 1	Wave 2	Wave 3	Outcomes
LANGUAGE				
❖ Difficulties when saying words or sentences ❖ Difficulty understanding words or sentences ❖ Difficulty following/ processing instructions ❖ Short attention span ❖ Comprehension and/ or decoding affected in literacy ❖ Considerable difficulties with receptive and/or expressive vocabulary ❖ May speak and understand at a single word or phrase level ❖ Difficulty in formulating a spoken sentence ❖ Severe difficulty understanding words, sentences and instruction	➤ Ensure that you have the pupil's attention before giving an instruction ➤ Clear and simple explanations ➤ Chunking instructions ➤ Extra time to process what has been said ➤ Check in at beginning and during lessons to ensure understanding ➤ Model correct sentence usage ➤ Visual support across the curriculum ➤ Talk partner opportunities ➤ Pre teaching or specific subject vocabulary, key vocabulary ➤ Key vocabulary displayed ➤ Little Wandle reading groups ➤ Talk for writing/ reading approach ➤ Whole class guided reading	➤ Use of information carrying words when giving instructions ➤ Stile intervention group to support reading comprehension ➤ Shine intervention groups to support reading ➤ Mind maps for vocabulary to link concepts ➤ Time to Talk (Ginger Bear) intervention EYFS ➤ Visual prompt cards e.g., turn taking/ toileting ➤ Black Sheep Narrative- R- yr1 (language support) ➤ EYBIC- Early Years Based Information Carrying resources/ intervention (R-KSI) ➤ Black Sheep- Time for sounds R- Yr1 ➤ Black Sheep press 'Speaking and Listening through Narrative' (ks1) ➤ ELKLAN Language Builders KSI 82 ➤ Black Sheep Narrative- Reception ➤ STILE – Comprehension intervention ➤ Black Sheep- What goes together.	➤ Follow advice and implement SALT targets/ advice ➤ Total communication approach including Makaton signs, symbols and gesture ➤ Outside agency support and interventions e.g., SEND HUB NYCC, Ed Psychologists, OT ➤ Use of specialist programs to make resources e.g., communication in print ➤ Intensive Interaction approach ➤ Individual vocabulary workbook	✓ More contributions to class and group discussions ✓ Expanded oral and written sentences ✓ Increased confidence ✓ Improved listening and attention ✓ Increase in self esteem ✓ Quicker processing of language ✓ Better understanding of lesson content ✓ Progress in comprehension skills ✓ Correct use of grammar e.g., plurals and tenses ✓ Wider vocabulary ✓ Improved factual understanding and/ or inference ✓ Ability to follow longer instructions ✓ Improved curriculum access