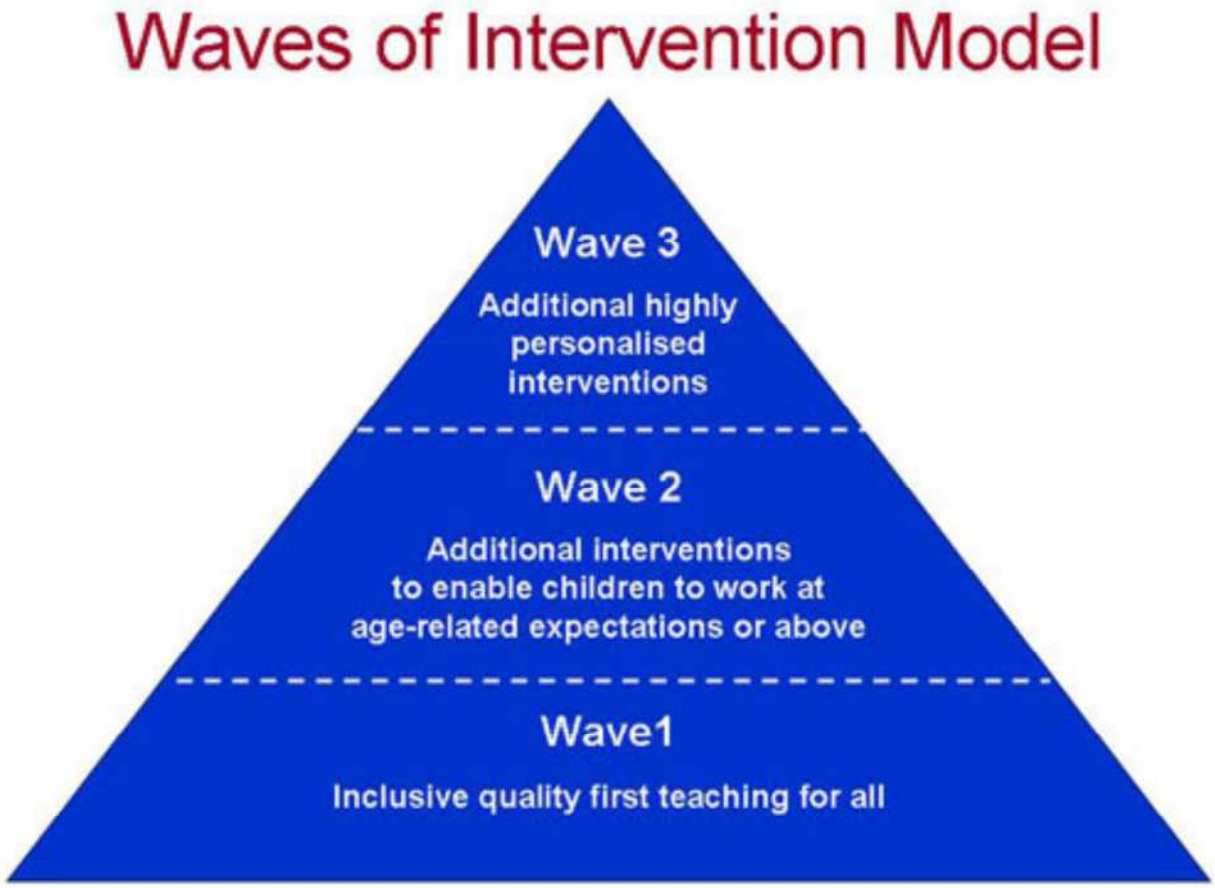

Waves of Provision at Wallace Fields Junior School

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and inclusive learning environment

Wave 2 provision is short term targeted support for small groups of children **Most wave 2 provision happens alongside class lessons or during assembly times.**

Wave 3 provision is long term highly personalised targeted support for individual children

WAVE 1 Provision at Wallace Fields Junior School

	Teaching and Learning
Cognition and Learning	• Small Group Teaching for English and Maths • Seating plans especially ensuring all children can see and hear the teacher • Groupings within classes • Differentiated work • Regular formal and informal assessments that inform planning • Identification of children making slow progress, interventions and assessment of the impact • Pupil progress meetings to identify, or support extend children Provision management • Pink and green marking that praises and informs children of areas to improve • Interactive classroom displays of children's work and vocabulary • Use of Whiteboards • Use of ICT resources • Specialist teachers for Music and French • Teaching Assistants to support groups and individual children as well as the teacher • Parent helpers for reading activities and support in the classroom • Visual, auditory and kinaesthetic teaching to engage all learners • Parent workshops for maths, reading etc • Moderation of children's work to ensure consistency • Modern Foreign Languages – French • On-going staff training
Communication and Interaction	• Visual Timetables • Targets on display in class rooms and in books • Group and individual relevant targets to show children how to improve • EAL Support • Symbols • Word Banks • Paired dialogue and activities • Open door policy • Parents' Evenings • Class assemblies • Residential and day trips and visitors to the school accessible to all learners • School Weekly Bulletin • School Website
Social , Emotional and Mental Health	• SEAL/feelings boxes • Circle time • Restorative Justice Behaviour Policy • Colour teams/houses • School Values • Buddy playtime system • E-safety • House Captains • Prefects • Behaviour charts
Sensory and Physical	• Play time – adventure trail, field • PE Skills • After school clubs – football, art, etc • Swimming lessons in Year 5 • Colouring and cutting – fine and gross motor skills • Handwriting lessons

	Resources
Cognition and Learning	• ICT equipment for individual use such as: Laptops, alpha smarts, probots, data loggers, digital cameras, microphones, Senteo, headphones, • ICT suite with computers for all members of the class to work individually • The Virtual Learning Environment (Homework and communication website), Mathletics • Dictionaries, thesauruses • Reading Schemes • Labelled classroom resources such as rulers, scissors, mini whiteboards and pens etc. • Maths equipment: Dienes, multilink cubes, number cards, partitioning cards etc. • PE equipment: differentiated to the needs of all children eg textures and sizes of bats, balls etc • A book corner in each classroom with a range of fiction and non-fiction books banded for reading confidence • Library of over 10,000 books and knowledgeable librarian • Subject specific books and artefacts for Science, History, RE, Geography etc. • Design and Technology and Art resources
Communication and Interaction	• ICT equipment for whole class use such as: Interactive White Board, Computers, and visualizers • Games for Lunchtimes inside and outside • Staff Meetings • Training • Newsletter and Parent mail • Coffee mornings with the Head Teacher • Parents' evenings • Office staff • Visual Timetables
Social , Emotional and Mental Health	• Games for Lunchtimes inside and outside • Playground markings with different courts/pitches • Games for Lunchtimes inside and outside • Well trained, approachable staff • SEAL cards and boxes and PSHE resources • Buddy zone • House team rewards
Sensory and Physical	• ICT equipment for whole class use such as: Interactive White Board, Computers, and visualizers • Labelled classroom resources such as rulers, scissors, mini whiteboards and pens etc. • Maths equipment: Dienes, multilink cubes, number cards, partitioning cards etc. • PE equipment: differentiated to the needs of all children eg textures and sizes of bats, balls etc • Play ground with markings • Field

	Environment
Cognition and Learning	• Fire drills • Carpeted rooms • Appropriate sized furniture in each year group • Tables arranged so all children can see the board and for group or discussion work • Appropriate lighting • Heating in all classrooms and air-conditioning in the ICT suite • Film on the windows to reduce heat in class rooms and blinds fitted • Daily cleaners • Bicycle and Scooter storage • Quiet areas outside, shade sail and quadrant sensory garden • Field • Markings for games on playground • Fish tank in the reception area
Communication and Interaction	• Informative plasma screen in the office • Buddy system for playtimes • Information boards outside the main gates of the school • Labelled pegs for every child • Personal trays for every child • Good pupil staff relationships • School Website
Social , Emotional and Mental Health	• Buddy system for playtimes • Scooters allowed some playtimes in specific areas • Football and skipping areas at playtimes • Secure site and entry system
Sensory and Physical	• First aid room and trained staff • Eco areas and farmers market • Activity trail • Disabled access • Toilets and water for drinking near to every classroom • Hair tied up, no jewellery in PE

	Whole School and Community
Cognition and Learning	• Recycling • School, Eco and Sports Council • Curriculum weeks and days eg. Maths, money, science, European Languages, History Etc • Peripatetic music teachers • Active PTA to raise money and organise events such as Summer and Christmas fairs, discos, family fun evenings etc • Christmas Carol Concert • Summer Production • Assemblies from community members, PAW etc •
Communication and Interaction	• Welcome board in many languages • Value of the months and wrist band rewards for its achievement • Induction Days • Celebration Evening • Links and visits between schools for better transitions between Keys stages
Social , Emotional and Mental Health	• House Teams and house point reward system • Year 6 responsibilities such as prefects and librarians • Book of achievement and teacher certificates to reward hard work • Certificates for achievement of times tables/handwriting etc
Sensory and Physical	• Sports Day • School run and outside clubs such as Chess, Dance, Football, Netball, Art, Cheerleading etc

WAVE 2 Provision at Wallace Fields Junior School

Cognition and Learning	• Read Write Inc – a small, targeted group to support children who have weaker literacy skills in year 3 • Extra guided reading – small guided reading groups which are in addition to the class guided reading groups that use higher level questioning skills to help children find a better understanding of texts. • Individual Readers – parent helpers or teaching assistants listen to children on an individual basis to support decoding skills as well as comprehension questions to aid understanding. • Snap maths – A small group of children who need to go over the basic maths skills, such as counting, ordering numbers, number bonds etc. either at beginning or end of the maths lesson to help with their speed and understanding during lessons • Wordshark computer spelling support – A computer program that can be personalised for each child to reinforce spelling rules for children who find specific rules difficult, through fun activities and games • Maths computer support – Targeted maths activities to support children in specific areas
Communication and Interaction	• Speech and Language groups- to support children with who have difficulty with understanding, or expressive language difficulties • Volunteer Reading Helpers – work with a small group of children in year 4 individually and in pairs with not only reading and understanding skills, but also to help with some social skills like building a relationship with an adult, turn taking etc.
Social , Emotional and Mental Health	• Emotional Literacy Support Assistant- 1 – 1 support for children with Social , Emotional and Mental Health needs.
Sensory and Physical	• Handwriting – small groups which work on handwriting skills such as shape and letter formations, hand exercises and holding a pencil correctly.

WAVE 3 Provision at Wallace Fields Junior School

Cognition and Learning	• 1 to 1 support in lessons to reinforce instructions, check for understanding, help maintain attention • Assistants plan with teachers to prepare appropriate and differentiated work and resources for lessons • Special ICT computer equipment and programs • Access to all wave 1 and wave 2 provision
Communication and Interaction	• Speech and language to work on speech and language skills as suggested by the speech and language therapist • Communication with parents • Create widget symbols for displays in the classroom to support language difficulties
Social , Emotional and Mental Health	• 1 to 1 support at playtime to encourage good social skills and help during lunch • Assistants with the teacher to maintain good behaviour using behaviour charts and home school books
Sensory and Physical	• Occupational therapy to work on occupational therapy activities suggested by the occupational therapist using necessary equipment such as an exercise ball • Personal care, such as checking hearing aids, cleaning glasses etc • Specialist equipment through occupational therapy such as chairs, sloping boards, scissors etc.