



# Whole School Provision Map 2022 – 24

*First the blade, then the ear, then the full grain.*

## **Wave 1 High Quality Inclusive Teaching (HQiT) for all.**

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

### **Wave 1 examples:**

- ✓ Personalised curriculum (Using resources from EEF, Tom Sherrington/Oliver Caviglioli and HQiT course.)
- ✓ Personalised delivery e.g. simplified language, slower pace
- ✓ Personalised outcomes
- ✓ Adapted visual aids, modelling
- ✓ Use of writing frames etc.
- ✓ Flexible grouping

## **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 the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up)

### **Wave 2 examples:**

- ✓ In class TA literacy and numeracy support
- ✓ Pre & Post teaching sessions responsive to Assessment for Learning (AfL)
- ✓ Lightning Squad, Dynamo Maths, Sound Linkage and catch up programmes

- ✓ Small group – withdrawal
- ✓ Multi-sensory spelling and handwriting practice groups
- ✓ Nurture group sessions
- ✓ Differentiated resources

### **Wave 3 Additional highly personalised interventions.**

Targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or children who have been identified for an intervention designed to accelerate progress. Additional to and different from, 1:1/small group time provision, Wave 3 examples:

- ✓ Speech and language interventions
- ✓ External agency intervention
- ✓ Individual literacy, phonic programme
- ✓ Additional planning and individual arrangements for transition
- ✓ Individual arrangements for SATs

## Communication & Interaction

### Assessment:

- ✓ Phonics Assessments
- ✓ Observations
- ✓ Specialist support and interventions e.g. Educational Psychologists (EPs), NYCC SEND and Inclusion (<https://cyps.northyorks.gov.uk/early-identification-send-schools>)
- ✓ Verbal and Non-Verbal Testing
- ✓ SNAP assessment

### Useful Support:

- ✓ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs
- ✓ The Communication Trust primary and secondary school age progression tools may be used to assess language skills
- ✓ Universally Speaking
- ✓ The Autism Education Trust (AET) progression tools can be used to assess and track progress, and set objectives.
- ✓ <http://www.ican.org.uk/>
- ✓ <http://www.inclusive.co.uk/hardware/communicators-and-controllers>
- ✓ <http://www.autism.org.uk/>
- ✓ <http://www.talkingpoint.org.uk/>
- ✓ <https://www.thecommunicationtrust.org.uk/>
- ✓ <http://www.smira.org.uk/>
- ✓ <http://www.researchautism.net/>
- ✓ <http://www.stammering.org/>
- ✓ <http://www.autismeducationtrust.org.uk/>
- ✓ <http://www.afasic.org.uk/>
- ✓ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
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<ul style="list-style-type: none"> <li>✓ Difficulty knowing how to talk and listen to others in a conversation</li> <li>✓ Difficulty making and maintaining friendships</li> <li>✓ Anxiety in busy, unpredictable environments</li> <li>✓ Difficulty coping in new or unfamiliar situations</li> <li>✓ Inability to cope with unstructured social situations, including transitions</li> <li>✓ Inability to use knowledge and skills functionally to generalise to various situations</li> <li>✓ Difficulty predicting others and understanding their motives</li> <li>✓ Inability to read the facial expressions of others</li> <li>✓ Rigid thinking, including strong routines and rituals</li> <li>✓ Difficulty understanding the rules of social interaction</li> <li>✓ Difficulties in understanding rules of politeness and manners e.g. may speak to headteacher like a friend</li> <li>✓ Attention and conversation focused on own needs and interests</li> <li>✓ Extreme reactions, rather than a measured response</li> <li>✓ Problems with unwritten rules e.g. you don't talk in assembly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Say what you mean (explain double meanings, avoid sarcasm etc.)</li> <li>✓ Preparation for change of activity or lesson</li> <li>✓ Visual prompting and cues – timetable, instructions, demarcating areas</li> <li>✓ Systematic organisation of independent learning tasks and activities</li> <li>✓ Emotional literacy lessons in class (Zones of Regulation)</li> <li>✓ Clear rewards and sanctions – including motivators</li> <li>✓ Visual Timetables</li> <li>✓ Clear and specific learning objectives</li> <li>✓ Pace and pitch altered to support learning needs</li> <li>✓ Overt expectations made explicit</li> <li>✓ Calm learning environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personalised behaviour support</li> <li>✓ Personalised interventions</li> <li>✓ Paired or 1:1 curriculum tasks with differentiated support</li> <li>✓ Individual work station and individual visual timetable</li> <li>✓ Social Stories</li> <li>✓ Regular, short sensory breaks</li> <li>✓ High Level of TA support</li> <li>✓ Visual prompt cards e.g. turn taking or stay on topic</li> <li>✓ Feelings Check in</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individualised programme, including interventions supported by the SENCO/outside professionals</li> <li>✓ Specialist Team involvement</li> <li>✓ Alternative Teaching Space</li> </ul>	<ul style="list-style-type: none"> <li>✓ Reduced anxiety</li> <li>✓ Improved capacity for independent learning</li> <li>✓ Increase in social interactions</li> <li>✓ Improved social relationships and friendships</li> <li>✓ Independent access to the school day</li> <li>✓ Enhanced ability to work in groups</li> <li>✓ Clearer focus of attention</li> <li>✓ More appropriate behaviour</li> <li>✓ Pupil can calmly and independently move around the school at key changeover times</li> <li>✓ Reduction in distressed behaviours</li> <li>✓ Social skills learned in nurture group applied to school situations</li> <li>✓ Greater participation at playtime with less adult intervention</li> <li>✓ Able to access the mainstream curriculum with support</li> <li>✓ Reduced frustration</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Problems with subtle social rules e.g. face expressions, body language</li> <li>✓ Unable to cope with close proximity to others</li> <li>✓ Physical outbursts if stressed,</li> <li>✓ Echolalia (<u>meaningless repetition</u> of words just spoken by another person), rather than meaningful language</li> <li>✓ Lack of response inhibitions, e.g. can't wait, shouts out, runs off</li> <li>✓ Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor</li> <li>✓ Physically challenging behaviour</li> <li>✓ Unusual reactions to sensory stimuli</li> <li>✓ Difficulties with independence skills, such as dressing, toileting, eating</li> <li>✓ May seem to have a phobia of speech with some adults. The SMIRA website gives resources for children and young people with selective mutism</li> </ul>	<ul style="list-style-type: none"> <li>✓ Prompt cards for group roles and conversation skills</li> <li>✓ Regular mentor support, including adults or peers</li> <li>✓ Teacher, TA and peer support</li> <li>✓ Training for all staff to understand challenging behaviour</li> <li>✓ Structured play opportunities at lunchtimes</li> </ul>			<ul style="list-style-type: none"> <li>✓ Improved mental health</li> </ul>
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Speech				
Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>✓ Speech that is sometimes difficult to understand</li> <li>✓ Decoding often poor in literacy</li> <li>✓ Speech difficulties are impeding literacy development</li> <li>✓ Speech may be incomprehensible to an unknown adult or peer</li> <li>✓ Specific difficulties in hearing or perceiving speech, particularly in distracting environments</li> <li>✓ Speech difficulties have a significant impact on literacy</li> <li>✓ Speech and Language Therapy assessment should be considered to gain a full and accurate profile of needs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Application of specific speech targets during the day in a quiet environment</li> <li>✓ Attention and listening activities</li> <li>✓ Oral blending and segmentation linked to reading and spelling</li> <li>✓ Consistent support from teacher and TA to reinforce speech sounds throughout the day</li> <li>✓ Support to develop peer relationships and participate in group work when intelligibility is a problem</li> <li>✓ Phonics programme with strong phonological awareness component</li> <li>✓ Additional Phonics</li> <li>✓ Good listening prompts</li> <li>✓ Provision of a quiet workstation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specific phonemic awareness programme</li> <li>✓ Segmentation activities linked to topic and functional vocabulary (Tier 2&amp;3)</li> <li>✓ Speech cueing system, if advised by SENCo, e.g. Talk buttons or talking postcards</li> <li>✓ Phonological awareness activities linked to speech production</li> <li>✓ Parental engagement to aid understanding of child's communication e.g. Home/school book/objects of reference box to aid understanding</li> <li>✓ Communication Cookbook or similar resources</li> <li>✓ Communicate in print vocabulary cards (Widget)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Advice from Speech &amp; Language Therapy, Educational Psychologists (EPs)</li> <li>✓ Specific speech interventions as prescribed by Speech and Language Therapist</li> <li>✓ Total communication approach including Makaton signs, symbols and gestures to communicate needs</li> <li>✓ Individual programme, provided by SALT</li> <li>✓ Specialist SALT TA</li> </ul>	<ul style="list-style-type: none"> <li>✓ Correct pronunciation of sounds in some situations</li> <li>✓ Segmentation of spoken words</li> <li>✓ Improved production of speech sounds (these still need to be applied throughout the day)</li> <li>✓ Some segmentation of vocabulary – syllables, rhyme, phonemes</li> <li>✓ Improved (but perhaps not perfect) articulation of speech sounds at word, sentence or conversation level</li> </ul>

		<ul style="list-style-type: none"><li>✓ Making &amp; breaking word activities (resources on Twinkl)</li><li>✓ Language for Thinking or similar resource</li><li>✓ Non-literal language, idioms, jokes etc.</li><li>✓ NELI is an evidence-based programme</li></ul>		
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Language				
Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>✓ Difficulty when saying words or sentences</li> <li>✓ Difficulty understanding words or sentences</li> <li>✓ Difficulty following/processing instructions</li> <li>✓ Short attention span</li> <li>✓ Comprehension and/or decoding affected in literacy</li> <li>✓ Considerable difficulties with receptive and/or expressive vocabulary</li> <li>✓ Short and inaccurate sentences – oral and written</li> <li>✓ Considerable difficulty understanding words, sentences and instructions</li> <li>✓ Severe difficulties with receptive and expressive vocabulary</li> <li>✓ May speak and understand at a single word or phrase level</li> <li>✓ Difficulty in formulating a spoken sentence</li> <li>✓ Severe difficulty understanding words, sentences and instructions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure you have the pupil's attention before giving an instruction</li> <li>✓ Clear and simple explanations</li> <li>✓ Chunking instructions</li> <li>✓ Extra time to process what has been said</li> <li>✓ Check understanding of classwork and homework tasks</li> <li>✓ Model correct sentence usage</li> <li>✓ Visual support across the curriculum</li> <li>✓ Individual vocabulary wordbook</li> <li>✓ Broad range of sentence activities, e.g. description, news telling</li> <li>✓ Talk partner opportunities</li> <li>✓ Pre-teaching of subject vocabulary, key vocabulary displayed, clear</li> </ul>	<ul style="list-style-type: none"> <li>✓ Vocabulary teaching with phonological/semantic cues</li> <li>✓ Use of information carrying words when giving instructions</li> <li>✓ Targeted comprehension group</li> <li>✓ Mind maps for vocabulary to link concepts</li> <li>✓ Communication Cookbook</li> <li>✓ Language for Thinking or similar resource</li> <li>✓ Non-literal language, idioms, jokes etc.</li> <li>✓ NELI is an evidence-based programme</li> </ul>	<ul style="list-style-type: none"> <li>✓ Individualised Language programme</li> <li>✓ Use of Makaton signing by staff</li> <li>✓ Specialist SALT TAs</li> </ul>	<ul style="list-style-type: none"> <li>✓ More contributions to class and group discussions</li> <li>✓ Expanded oral and written sentences</li> <li>✓ Improved listening and attention</li> <li>✓ Increase in confidence and self-esteem</li> <li>✓ Quicker processing of language</li> <li>✓ Better understanding of lesson content leading to better progress</li> <li>✓ Enhanced reading comprehension</li> <li>✓ Correct usage of grammar, e.g. plurals and tenses</li> <li>✓ Shift from spoken phrases to sentences</li> <li>✓ Wider vocabulary, including core, extended &amp; subject words (Tier2&amp;3)</li> </ul>



	<p>definitions of words given and taught in a multi-sensory way</p> <ul style="list-style-type: none"> <li>✓ Guided reading for decoding and comprehension, especially inference</li> </ul>			<ul style="list-style-type: none"> <li>✓ Improved factual understanding and/or inference</li> <li>✓ Ability to follow longer instructions</li> <li>✓ Improved words and sentences</li> <li>✓ Improved communication</li> <li>✓ Improved comprehension of basic language, instructions and expectations</li> <li>✓ Improved curriculum access</li> </ul>
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## Cognition and Learning

### Assessment:

- ✓ Observations and AfL
- ✓ Learning difficulties Screening (SNAP)
- ✓ Verbal and non-verbal reasoning test
- ✓ Standardised reading and spelling assessments
- ✓ SATs
- ✓ Reading Age
- ✓ Spelling Age
- ✓ Physical development Draw a Man (Goodenough)
- ✓ Visual perception tests (overlays)

### Useful Links:

<http://www.bdadyslexia.org.uk/>

<http://www.thedyslexia-spldtrust.org.uk/>

<https://yorkshiroosedyslexia.org.uk/>

Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>✓ Low levels of attainment</li> <li>✓ Phonological and short-term memory difficulties</li> <li>✓ Difficulty acquiring new skills (particularly in literacy and numeracy)</li> <li>✓ Difficulty in dealing with abstract ideas</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil's name and eye contact established before giving instructions (unless autism is present/suspected)</li> <li>✓ Clear and simple instructions, breaking</li> </ul>	<ul style="list-style-type: none"> <li>✓ Targeted/structured literacy and numeracy programmes</li> <li>✓ Computer intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increased access to the curriculum</li> <li>✓ Increased retention of key instructions and information</li> <li>✓ Improved access to learning</li> </ul>

<ul style="list-style-type: none"> <li>✓ Some speech and language difficulties e.g. generalising information, understanding abstract language</li> <li>✓ Some difficulties with fine or gross motor skills</li> <li>✓ Some signs of frustration and/or aggressive behaviours</li> <li>✓ Difficulties involving specific skills such as sequencing, ordering, word finding</li> <li>✓ Difficulty forming concepts particularly when information is more abstract</li> <li>✓ Limited skills in verbal exchanges</li> <li>✓ Avoidance strategies</li> <li>✓ Low self-confidence/esteem</li> <li>✓ Episodes of dis-engagement</li> </ul>	<p>down longer instructions and giving one at a time</p> <ul style="list-style-type: none"> <li>✓ Clarify, display and refer back to new/difficult vocabulary</li> <li>✓ Key vocabulary displayed/available</li> <li>✓ Pre-teach vocabulary and key concepts</li> <li>✓ Check for understanding</li> <li>✓ Consistent use of positive language</li> <li>✓ Jot down key points/instructions</li> <li>✓ Give time before response is needed</li> <li>✓ Visual cues and prompts</li> <li>✓ Visual timetable</li> <li>✓ Collaborative working opportunities</li> <li>✓ Time given for processing</li> <li>✓ Consistent use of terms</li> <li>✓ Repetition and reinforcement of skills including worked examples</li> </ul>	<ul style="list-style-type: none"> <li>✓ Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording</li> <li>✓ Teach note taking and shorthand ways of recording information e.g. use of bullet points</li> <li>✓ Teaching memory strategies</li> <li>✓ Additional time for key curriculum areas</li> <li>✓ Access arrangements for tests and exams</li> <li>✓ Coloured resources e.g. paper, overlays for reading</li> <li>✓ Reading rulers and Number lines</li> <li>✓ Practical maths equipment e.g. Dienes, Numicon</li> <li>✓ Alternatives to copy writing</li> <li>✓ Mind mapping to link concepts</li> <li>✓ Phonics</li> <li>✓ Regular short sensory breaks</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of specialist programmes to make resources e.g. Communicate in Print</li> <li>✓ Specialist support and interventions e.g. Educational Psychologists (EPs), SEN Hub</li> <li>✓ Working memory resources/training</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improved engagement and desire to learn/motivation</li> <li>✓ Increase range of secure concepts</li> <li>✓ Able to apply strategies of what to do when unsure or unclear about learning</li> <li>✓ Able to predict/recount content of lesson</li> <li>✓ Ability to work independently</li> <li>✓ Able to record information in a variety of ways</li> <li>✓ Increase in confidence and self-esteem</li> <li>✓ Reduction in anxiety</li> <li>✓ Decrease in number of frustrated and/or aggressive behaviours</li> <li>✓ Improved listening and attention</li> <li>✓ Improved social inclusion</li> <li>✓ Positive response from pupil voice</li> <li>✓ Improved attainment</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ Tasks simplified or extended</li> <li>✓ Whole school awareness and training</li> <li>✓ Visually supportive learning environments e.g. working walls, word mats</li> <li>✓ Involve the pupil in discussions about how they learn and approach tasks</li> <li>✓ Flexible grouping</li> <li>✓ Writing frames</li> <li>✓ Vocabulary Cards</li> <li>✓ Clear rewards and sanction systems</li> <li>✓ Peer support</li> <li>✓ Circle Time</li> <li>✓ Individual whiteboards for drafting</li> <li>✓ Modified resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ High Level of TA support</li> <li>✓ Talk buttons</li> <li>✓ Sound Linkage intervention</li> <li>✓ NESSY resources</li> </ul>		
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## Social and Emotional Mental Health

### Assessment:

- ✓ Strengths and Difficulties Questionnaire
- ✓ Boxall Profile
- ✓ SNAP assessment
- ✓ <https://semh.co.uk/social-emotional-and-mental-health-semh/behavior-assessment-system-for-children/>
- ✓ Specialist support, advice and interventions e.g. Educational Psychologists (EPs),

### Links:

- <http://www.challengingbehaviour.org.uk/>
- <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>
- <https://cyps.northyorks.gov.uk/social-emotional-and-mental-health>

- ✓ Nurture support for highly challenging individuals
- ✓ Support through Behaviour Support Officer
- ✓ Books to support challenging life experiences e.g. bereavement
- ✓ Support and guidance from CAMHS (Child and Adolescent Mental Health Service) and Educational Psychologist
- ✓ Support with anger Management with BSO
- ✓ Social skills through Boxhall and SNAP report recommendations and Nurture
- ✓ Access to support for social, interaction and communication difficulties

Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>✓ Experiencing difficulty in remaining on task, inattentive</li> <li>✓ Inability to follow instructions and routines</li> <li>✓ Presenting as significantly unhappy anxious or stressed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implementation of a whole school framework to support social emotional and mental health - Positive Behaviour Support created</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small, carefully thought out group settings or one-to-one working e.g. using Boxall Profile</li> <li>✓ Calm space</li> <li>✓ Behaviour Support</li> </ul>	<ul style="list-style-type: none"> <li>✓ SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD</li> <li>✓ Pastoral Support Plan for children who are</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school practice that is positive and restorative and aids resolution of conflict peacefully</li> <li>✓ Improved staff confidence in</li> </ul>

<ul style="list-style-type: none"> <li>✓ Seeking frequent adult support/attention</li> <li>✓ Frequent low-level disruptions</li> <li>✓ Failure to make the progress anticipated across many areas of the curriculum</li> <li>✓ Showing signs of frustration and early indications of disaffection or disillusion</li> <li>✓ Difficulty in making and maintaining healthy relationships with peers</li> <li>✓ Presenting as withdrawn or tearful</li> <li>✓ Poor or sporadic attendance</li> <li>✓ Vulnerable to bullying, manipulation or exploitation</li> <li>✓ Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks</li> <li>✓ Engage in bullying type behaviours</li> <li>✓ Uncooperative or defiant</li> <li>✓ Demonstrations of behaviour that challenges</li> <li>✓ Placing self or others at risk of harm</li> <li>✓ At risk of exclusions</li> <li>✓ Mental health difficulties (mild to moderate anxiety, low mood, low self-esteem, fear, mild to moderate self-harm)</li> </ul>	<p>through the Nurture Principles</p> <ul style="list-style-type: none"> <li>✓ Cyclic PSHE Curriculum focused on Statutory Relationships Curriculum</li> <li>✓ Clear whole school Behaviour for Learning expectations, differentiated according to need and context (reasonable adjustments)</li> <li>✓ New or inexperienced staff have access to experienced colleagues who can support them with challenging behaviour</li> <li>✓ Assessments and monitoring of learning and social emotional wellbeing and associated behaviour.</li> <li>✓ Differentiated and additional learning activities to engage and motivate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Lego Therapy</li> <li>✓ Social Skills – through Nurture</li> <li>✓ Key Books linked to social needs</li> <li>✓ Now and Next choices to engage and motivate</li> <li>✓ Experienced TAs support the group/individual</li> <li>✓ Emphasis on social emotional engagement, safety and learning</li> <li>✓ Nurture Group or small group intervention</li> <li>✓ Transition information gathered about triggers etc.</li> <li>✓ Class and school consistent mediation strategies e.g. restorative practice</li> <li>✓ Consistent calming strategies, including for example, use of ‘thinking time’</li> <li>✓ Identify, highlight, understand and build on areas of progress about SEMH</li> </ul>	<p>at risk of disaffection and exclusion</p> <ul style="list-style-type: none"> <li>✓ Enhanced personalised provision e.g. social and health education programmes</li> <li>✓ Use of self-management programmes to develop skills, confidence and engagement</li> <li>✓ Personalised programmes for managing and controlling emotions and the resulting behaviour</li> <li>✓ Interventions such as art/play therapeutic approaches</li> <li>✓ Advice and guidance from outside agencies</li> <li>✓ Highly personalised curriculum</li> </ul>	<p>managing behaviour that challenges e.g. RPI training</p> <ul style="list-style-type: none"> <li>✓ A sense of belonging</li> <li>✓ Pupils that feel safe in school</li> <li>✓ Reduced risk-taking behaviour</li> <li>✓ Confident and resilient learners</li> <li>✓ Emotionally aware pupils who can self-regulate</li> <li>✓ Pupils with a positive perception of self</li> <li>✓ Positive engagement and participation in learning</li> <li>✓ Increased levels of independence within pupils</li> <li>✓ Improved concentration and attention</li> <li>✓ Positive social interaction and relationships with others resulting in improved friendships and relationships</li> <li>✓ Able to work collaboratively and independently</li> </ul>
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<ul style="list-style-type: none"> <li>✓ Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Flexible and creative use of rewards and consequences e.g. House Reward system used to catch them being good</li> <li>✓ Identify and build on preferred learning styles</li> <li>✓ Positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>✓ Environmental adaptation e.g. social seating and proximity to teacher</li> <li>✓ Time out systems within the classroom</li> <li>✓ Increased structure, routine and guidance</li> <li>✓ Reward chart/system</li> <li>✓ SMART targets linked to need</li> <li>✓ Pupil and parent involvement</li> <li>✓ Regular home/school planner</li> <li>✓ A range of differentiated opportunities for social and emotional</li> </ul>	<ul style="list-style-type: none"> <li>✓ Support to enable effective play opportunities based on brain development principles</li> </ul>		<ul style="list-style-type: none"> <li>✓ Self-aware reflective learners</li> <li>✓ High aspirations of self and can-do attitude to achieving goals (Growth Mindset work)</li> <li>✓ Reduction in feelings of anxiety, fear, anger</li> <li>✓ Risk assessments and care plans that are co-produced with parents and the child.</li> <li>✓ Clear emergency procedures and care plans shared with staff, parents and pupil</li> <li>✓ Able to identify emotions that are both comfortable and uncomfortable</li> <li>✓ Better able to manage uncomfortable feelings such as anger</li> <li>✓ Good attendance</li> <li>✓ Positive educational and social outcomes</li> <li>✓ Accelerated progress and good levels of attainment</li> <li>✓ Improved emotional and mental health</li> </ul>
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	<p>development e.g. friendship area, circle time, Random Acts of Kindness in KS2 planners</p> <ul style="list-style-type: none"> <li>✓ Reinforcement of expectations through visual prompts and role modelling good behaviour</li> <li>✓ Constructive feedback</li> <li>✓ CPOMs to record incidences and look for patterns and triggers</li> <li>✓ Lunchtimes supervised by TAs</li> </ul>			<ul style="list-style-type: none"> <li>✓ Decrease in incidents of high level challenging behaviour leading to more participation</li> </ul>
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## Sensory and Physical

### Assessment:

- ✓ Occupational Therapy Assessment
- ✓ Bowel and bladder assessment by specialist nurse
- ✓ Fine and Gross Motor Assessment
- ✓ SNAP assessment

### Links:

- ✓ <http://www.councilfordisabledchildren.org.uk/>
- ✓ <https://www.natsip.org.uk/>
- ✓ <http://www.pdnet.org.uk/>
- ✓ [Home - ERIC](#)
- ✓ [bbuk.org.uk](http://bbuk.org.uk)
- ✓ [Home - SENDIASS North Yorkshire](#)
- ✓ [SENDIASS | Home | KIDS](#)
- ✓ [Spina Bifida - Shine \(shinecharity.org.uk\)](http://shinecharity.org.uk)

Need	Wave 1 (High Quality Inclusive Teaching)	Wave 2	Wave 3	Outcomes
<ul style="list-style-type: none"> <li>✓ Attention, concentration, listening and speech development affected</li> <li>✓ Expressive and receptive skills</li> <li>✓ Difficulty retaining information</li> <li>✓ Poor phonological awareness</li> <li>✓ Processing of unknown language takes longer</li> </ul>	<ul style="list-style-type: none"> <li>✓ Close liaison with parents and carers</li> <li>✓ Systems in place to support with mobility needs for fire alarms/toileting/movement around school/classroom</li> <li>✓ Access to disabled toilet</li> <li>✓ Differentiated curriculum</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialist work with Bowel and Bladder Nurse</li> <li>✓ Fine Motor skills</li> <li>✓ Referral to specialist and occupational therapist when needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialist support and interventions e.g. Educational Psychologists (EPs), SEND Hub</li> <li>✓ Multi-agency involvement e.g. Speech and Language</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timely referral and intervention</li> <li>✓ Equal access to the curriculum</li> <li>✓ Maintain social inclusion</li> <li>✓ Maintained levels of achievement</li> </ul>

<ul style="list-style-type: none"> <li>✓ Difficulty with new social situations</li> <li>✓ Difficulty with handwriting/fine motor control</li> <li>✓ Sensory processing needs</li> <li>✓ Physical disability</li> <li>✓ Gross motor skills and mobility</li> <li>✓ Difficulty moving around school</li> <li>✓ Managing own physical needs independently</li> <li>✓ Misinterpretation of social cues</li> <li>✓ Visual fatigue</li> <li>✓ Colour perception difficulties</li> <li>✓ Accessing standard classroom equipment</li> <li>✓ Auditory and visual perception difficulties</li> <li>✓ Functional language difficulty</li> <li>✓ Risk of isolation</li> <li>✓ Ability to respond to smoke/fire alarms</li> <li>✓ Specific sensory needs e.g. smell, touch, visual, auditory</li> </ul>	<ul style="list-style-type: none"> <li>✓ Preferential seating and position of teacher</li> <li>✓ Uncluttered and well organised learning environment with good lighting</li> <li>✓ Choice making opportunities</li> <li>✓ Allow thinking time</li> <li>✓ Summarise key points at start and end of lesson</li> <li>✓ Pre -writing activities/warm up</li> <li>✓ Development of visual learning environments</li> <li>✓ ICT training to increase independent access</li> <li>✓ Social/life skills development</li> <li>✓ Curriculum reflects disability awareness</li> <li>✓ Exam access arrangements e.g. practical assistance, additional time,</li> </ul>	<ul style="list-style-type: none"> <li>✓ TAs to follow medical needs plans</li> <li>✓ TA responsible for medical needs</li> <li>✓ Specialist provision by TA of physical exercises</li> <li>✓ Access to specific resources which aid learning</li> </ul>	<p>Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist, Bowel &amp; Bladder nurse</p> <ul style="list-style-type: none"> <li>✓ Close liaison with Audiologist, ENT Consultant, Ophthalmologist</li> <li>✓ Communication and language assessment</li> <li>✓ Training – technical support</li> <li>✓ Training and intervention from specialists</li> </ul>	<ul style="list-style-type: none"> <li>✓ Able to access learning and school environment</li> <li>✓ Improved self - esteem and social / emotional development</li> <li>✓ Increased confidence approaching new situations leading to better participation</li> <li>✓ Increased confidence and understanding of diagnosis, implications and strategies including management of bowel and bladder needs</li> </ul>
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