

Wave 2 provision

Key stage (KS)	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social (Behaviour for Learning)	Medical Sensory and/or Physical
Transition	<ul style="list-style-type: none"> Year 5/6 curriculum days. More able Primary/Junior Secondary projects – including G & A, Yr 5+6, Friday afternoon Maths lessons/Junior Maths Challenge. 	<ul style="list-style-type: none"> Liaison with Junior school re individual students. Transition information shared with whole school. Appreciation of KS2 curriculum. Whole school Primary/Secondary projects with focus on Primary curriculum. 	<ul style="list-style-type: none"> HOH/SENCO/Student Support/Child Protection Officer involved in Junior school visits to gather information. 	<ul style="list-style-type: none"> Liaison with Junior school. Transition information shared with whole school.
KS3	<ul style="list-style-type: none"> Opportunities for reinforcement and consolidation – e.g. reading clubs, accelerated reader/ homework clubs. Smaller classes to develop numeracy. 	<ul style="list-style-type: none"> Teachers alert SENCo re any issues and are monitored. Teachers give clear and concise instructions one at a time. Activities are planned to take into account communication needs. Effective use of collaborative group work. Mentors. Provision of maths dictionaries. 	<ul style="list-style-type: none"> Temporary time out card. Behaviour report. Extra focus in class on personal and social education. Restorative justice used. Anti-bullying assemblies. 	<ul style="list-style-type: none"> Teacher allows extra time for completion of tasks. Students can leave lesson early to avoid rush. Seating arrangements considered. Levels of background noise/distraction reduced where possible. Lesson observations provide feedback for improvement for teachers. Linked documents available and easily accessible on SIMS.
KS4	<ul style="list-style-type: none"> School marking policy. Learning objectives stated at the beginning of each lesson. 1:1 tuition. Morning tutor sessions. Smaller classes to develop numeracy. Provision of maths dictionaries, revision guides with teacher guidance. 	<ul style="list-style-type: none"> Teachers alert SENCo re any issues and are monitored. Teachers give clear and concise instructions one at a time. Activities are planned to take into account communication needs. Effective use of collaborative group work. 	<ul style="list-style-type: none"> Prom points. Temporary time out card. Behaviour report. Extra focus in class on personal and social education. Restorative justice used. 	<ul style="list-style-type: none"> Teacher allows extra time for completion of tasks. Students can leave lesson early to avoid rush. Seating arrangements considered.

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			<ul style="list-style-type: none">• Anti-bullying assemblies.	<ul style="list-style-type: none">• Levels of background noise/distraction reduced where possible.• Lesson observations provide feedback for improvement for teachers.• Linked documents available and easily accessible on SIMS.
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