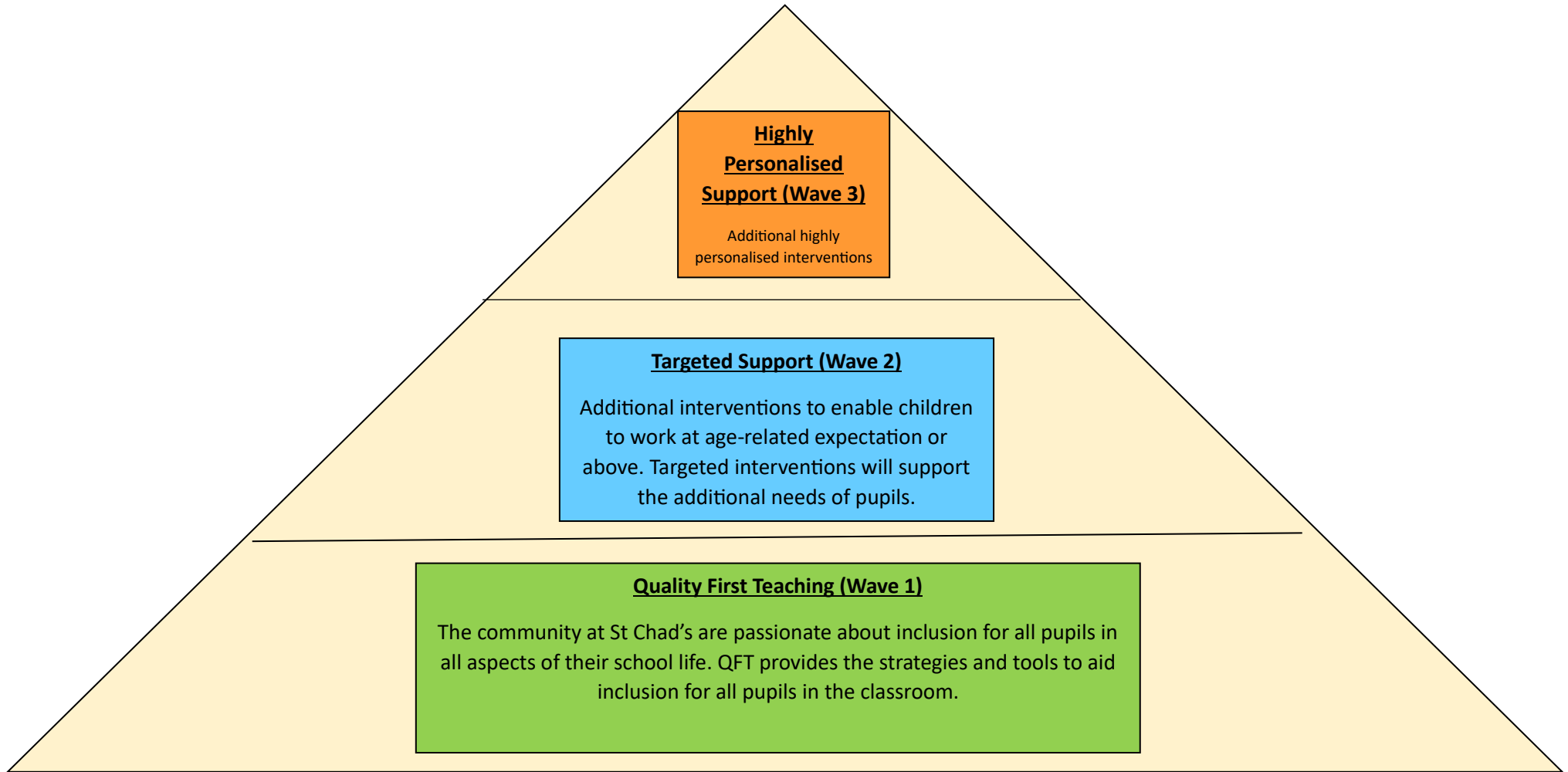




**Mereside**

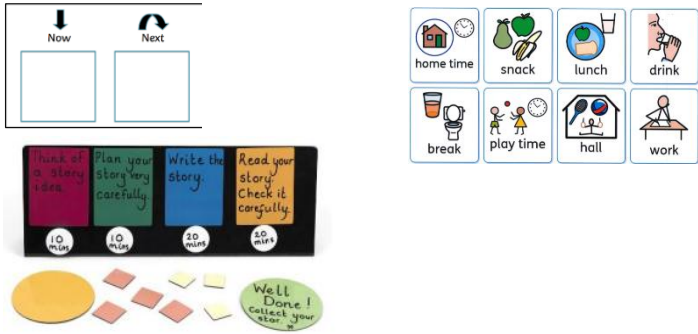

Church of England Primary Academy  
Learn to Love, Love to Learn



# Waves of Progression



**Mereside Primary Academy SEND Provision Map**

Area of Need	<p><b>Wave 1</b></p> <p><b>Quality first teaching – For Everyone</b></p> <p><i>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching.</i></p>	<p><b>Wave 2</b></p> <p><b>Enhanced support - Monitoring</b></p> <p><i>For those working below age related expectations or not making necessary progress who require 'catch up' strategies but may not necessarily be identified as SEND. Wave 2 interventions are often targeted at a group of children with similar needs.</i></p>	<p><b>Wave 3</b></p> <p><b>SEND Support</b></p> <p><i>For those who despite accessing Wave 2 interventions require further support. Or for those where Wave 2 support is not appropriate due to specific individual needs.</i></p>
<p><b><u>Cognition and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactive Disorder (ADHD)</li> <li>• Moderate Learning Difficulty (MLD)</li> <li>• Profound Learning Difficulty (PLD)</li> <li>• Severe Learning Difficulty (SLD)</li> <li>• Specific Learning Difficulty (SpLD) – Dyslexia and Dyspraxia</li> </ul>	<p><b><u>Non-negotiable resources:</u></b></p> <ul style="list-style-type: none"> <li>• Clearly visible success criteria that all children are aware of and have the opportunity to achieve.</li> <li>• Visual timetable.</li> <li>• Offer a visual timeline to support place keeping. The format should match the pupil's level of processing and be progressive as they make progress:</li> </ul> <p>Now/Next First/Then/Last All stages of the task (task slicing)</p> <p>Consider what sort of information is the most helpful: objects of reference, photographs, symbols, cartoons and a written checklist approach.</p> 	<p><b><u>Interventions:</u></b></p> <ul style="list-style-type: none"> <li>• RWI</li> <li>• IDL</li> <li>• Letter formation – Teach handwriting</li> <li>• Fine motor control – sewing, threading</li> <li>• Cool kids</li> <li>• Pre-teaching – vocab</li> <li>• Withdrawal groups to support literacy and numeracy.</li> <li>• Multi-sensory spelling groups using magnetic letters, sand etc</li> </ul>  <ul style="list-style-type: none"> <li>• Talk boost</li> <li>• Precision Teaching</li> <li>• Memory games</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive 1:1 support from the teacher or teaching assistant</li> <li>• 1:1 RWI</li> <li>• 1:1 spelling support</li> <li>• Regular and planned movement and sensory breaks</li> <li>• Scribe when appropriate</li> </ul> <p><b><u>Individual targeted strategies from:</u></b></p> <ul style="list-style-type: none"> <li>• Learning Support Advisor consultations</li> <li>• Educational Psychologist 1:1 consultation.</li> <li>• Speech and Language support.</li> <li>• Person Centred Plans written for pupils.</li> <li>• MAT Outreach</li> </ul>

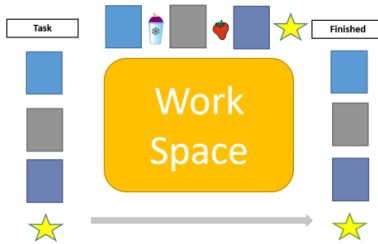


Time Tamer

Time Tracker

- Use of models and images.
- Use of cross curricular ICT – computers, laptops and ipads.
- Organisation lists and visuals

### Have You Got Everything You Need for Maths?




- RWI speed sound charts visible for all learners.



- Classroom is accessible for all
- Word banks



river 

source 

waterfall 

- Whole school Behaviour system followed and visible in the classroom
- School reward system using class dojo, additional reward/smaller chunk for task and reward

I am working for:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- Increased visual aids (word lists, memo lists, punctuation pyramids, connective lists) – class made.
- Offer a privacy board to limit additional visual stimuli and provide a low arousal workspace.



- Use of writing frames.- class made
- 'Talk for writing' strategies
- Different shaped pens/pencils
- Rainbow sentences to help group ideas.



- Use post it notes – one idea per post it notes, then write each one as a discrete sentence
- Talking tin (pupil records one idea/sentence at a time)

			
Talking Tin	Sound Button	Recordable Talking Pegs	Recordable Postcards

- Colourful semantics approach
- Writing slope
- Wobble cushion
- Quiet and sensory based fidget aids

			
Sensory Fiddles	Wobble Cushion	Weighted Resources	Fidgety Feet

- Concrete and pictorial resourcing



### Non-negotiable teaching strategies

- Pitched questioning,
- Modelling of skills,
- Scaffolded planning,
- High expectations for all pupils,
- Guided writing
- Regular focus group support from the class teacher and teaching assistant
- Structured class and whole school routines
- Environmental considerations – lighting, noise, seating etc.
- Learning activities to be highly motivating, meaningful and well within each pupils developmental reach to support engagement.
- Adaptive planning, delivery, outcomes, activities.



### Communication and

#### Interaction

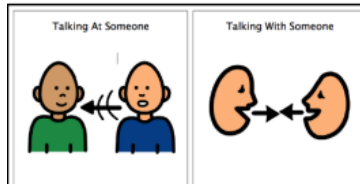
- Autistic Spectrum Disorder
- Selective mute

### Non-negotiable teaching strategies

- Pitched questioning,
- Modelling of skills,
- Differentiated planning,
- High expectations for all pupils,
- Guided writing
- Regular focus group support from the class teacher and teaching assistant
- Classroom is accessible for all
- Whole school Behaviour system followed and visible in the classroom
- School reward system using class dojo

### Non-negotiable resources:

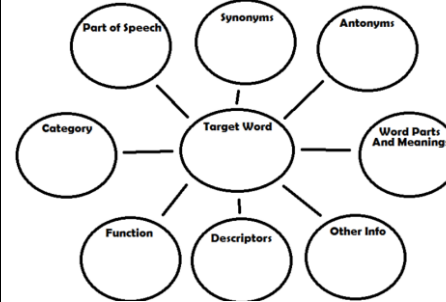
- Clearly visible success criteria that all children are aware of and have the opportunity to achieve
- Visual timetable.
- Develop 'good talking' and 'good listening' prompt cards containing visuals to support the development of specific target skills.



- Use of models and images.
- Use of cross curricular ICT – computers, laptops and ipads.
- Teach emotions in context and use simple images to support such as emoji.

### Strategies and interventions

- Pre-teaching – vocab



- Talk boost
- Precision Teaching
- Playground monitoring, buddies, play leaders to support play.
- Withdrawal groups to support.

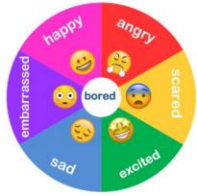
- Intensive 1:1 support from the teacher or teaching assistant
- 1:1 RWI
- Regular and planned movement and sensory breaks
- Scribe when appropriate

### Individual targeted strategies from:

- Learning Support Advisor consultations
- Educational Psychologist 1:1 consultation.
- Speech and Language support – contrastive pairs, Makaton, intensive interaction.
- Person Centred Plans written for pupils.
- MAT Outreach
- Bee U MHST support
- Alternative Provision (e.g. LifeShed)



How are you feeling?



- RWI speed sound charts visible for all learners.
- Avoid pressure to talk.

What (NOT!) to say to a reluctant speaker! Primary

Try not to...	If you say...	They will think...	Instead you could try...
Ignore their energy	<i>It's fine - You can talk to us just like you do at home!</i>	<i>No one understands how it feels! What is wrong with me?</i>	<i>Everyone feels a bit nervous with new places and people. It's ok. You can still have a good time here!</i>
Shout!	<i>It makes me sad when you don't talk to me</i>	<i>I must be REALLY bad if I am making my teacher sad.</i>	<i>I know it's hard for you to talk here at the moment... this is what we can do to help...</i>
Brave them!	<i>If you talk today you can have one of my special stickers</i>	<i>That sounds really scary. If I get a sticker everyone will look at me.</i>	<i>Show me what you would like to play with today..</i>
Predict the worst!	<i>I know you won't want to do this actively...</i>	<i>That means I can stay quiet and not join in.</i>	<i>Let's think of the best way for you to join in this game!</i>

- Structured class and whole school routines
- Provide visual cues for key question words – refer to them as you use them.

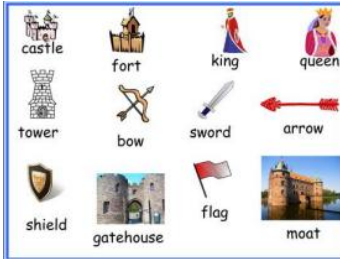


- Environmental considerations – lighting, noise, seating etc.
- Sit the child where there are fewer distractions or offer a privacy board.
- An Inclusive Communication Environment (visual cues and supports are embedded in the day to day running of the educational environment e.g. visually supported now/next or first/then systems, a predictable routine, a sand timer etc).
- Provide conversation starters and closers.



Conversation starters	
<b>Questions</b> How are you...? How did you...? What did you think about...?	<b>STOP</b> Let the other person finish their turn! You can give a reason... Well I had better hurry up and... Anyway I need to go and... Or just return to the purpose of the conversation. Anyway thanks for finding that for me!
<b>Compliments</b> Brilliant! That's good! You know loads about... I like your... You're good at...	<b>Signal...</b> Make a positive comment! It was nice to meet you... I'm glad I saw you! Thanks for your help...
<b>Comments</b> I noticed that you... I liked... I was interested that you said... You seemed to like... Tell me...	<b>Say goodbye!</b> Have a good day! See you! Bye! See you later!

- Language to be simple with visual supports or practical demonstration when possible with vocab mats.



**Social, Mental and Emotional Health**

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

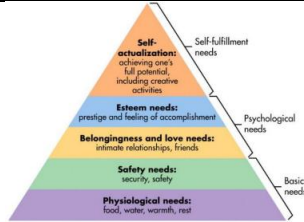
**Non-negotiable teaching strategies**

- Pitched questioning,
- Modelling of skills,
- Differentiated planning,
- High expectations for all pupils,
- Guided writing
- Regular focus group support from the class teacher and teaching assistant
- Classroom is accessible for all
- Ensure all their basic needs are met.

**Strategies and interventions**

- Social skills group training e.g. turn taking, social stories, role play
- Monitoring at playtime, buddies, play leaders to support
- Access to the learning lounge for play
- Emotional literacy
- Own working area
- de-escalation strategies to when emotions are escalating: Firm and consistent instructions, Using false choices, Tactically ignore more attention seeking behaviours where possible, Praise and positive cueing to redirect attention and behaviour, Distraction techniques

- Access to the learning lounge for work.
- Intensive 1:1 support from the teacher or teaching assistant
- 1:1 RWI
- Regular and planned movement and sensory breaks
- Scribe when appropriate
- Individual behaviour support plan
- Individual reward system
- **Individual targeted strategies from:**



- Whole school Behaviour system followed and visible in the classroom
- School reward system using class dojo
- Position seated in classroom
- Attachment and trauma aware environment

**Non-negotiable resources:**

- Clearly visible success criteria that all children are aware of and have the opportunity to achieve
- Use of models and images.
- Use of cross curricular ICT – computers, laptops and ipads.
- RWI speed sound charts visible for all learners.
- Structured class and whole school routines
- Worry monster



- Worries talk and break down.

- Stick men stories

- Learning Support Advisor consultations
- Educational Psychologist 1:1 consultation.
- Speech and Language support – contrastive pairs, Makaton, intensive interaction.
- Person Centred Plans written for pupils.
- MAT Outreach
- Bee U MHST support
- Play therapy 1:1
- Alternative Provision (e.g. LifeShed)



## HOW BIG IS MY PROBLEM?

<b>5</b>	<b>EMERGENCY</b> Earthquake, Fire, Danger to yourself or others
<b>4</b>	<b>GIGANTIC PROBLEM</b> Fighting, Someone is hurt, Destruction to the class
<b>3</b>	<b>BIG PROBLEM</b> Small accident (spilled something, fell down), Not feeling well, you are bleeding
<b>2</b>	<b>MEDIUM PROBLEM</b> Someone is bothering you, you need something
<b>1</b>	<b>LITTLE PROBLEM</b> Runny nose, need to go to the bathroom, lost your supplies, having trouble on work
<b>0</b>	<b>GLITCH</b> Not getting called on, not getting the supply you wanted, losing in a game

- Environmental considerations – lighting, noise, seating etc.
- Regulation tool box and strategies



Where am I at?	My Words for it	Looks like	Feels like	'to feel safer and 'a bit better' I can:
3	Very not okay	Fists are tight	Washing machine in my tummy	
2	Not okay	Starting to get red Tapping my pen	Brain is foggy	
1	Great	Doing my work Smiling	A calm sea	

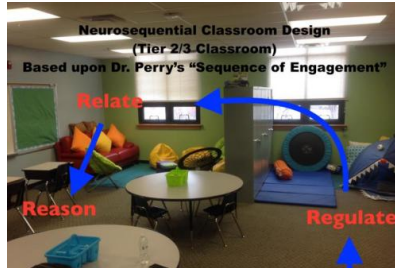
- Positive and negative thinking chat

Situation	Unhealthy Thinking	Healthy Thinking
Mum is late to pick me up.	What if mum was in an accident in the car?	Mum is late. Perhaps there is a traffic jam.
Going swimming for the first times with school.	I might drown. What if the water is too cold? What if everyone laughs at my swimming costume?	I might enjoy it. I can spend time on the coach with my friends.

- Use of a sand timer to provide a visual indication of the length of time remaining to focus on an activity



- Task slicing. Offer small achievable tasks and allow the child to see what 'finished' looks like for them.
- Place to regulate within the class



- Individual visual timetable
- Shared focus tasks: non-threatening, collaboration
- First and Then board
- Zones of regulation

5	<b>Out of Control</b> The Thing I feel like I've blown up and/or I feel completely overwhelmed and I'm having trouble.		5	<b>Angry</b> I've lost control. I'm not thinking clearly. I could hit back, so I've found a quiet place to calm down.
4	<b>Starting to Lose it</b> The Hulk I'm getting very angry and I'm about to say things I don't mean.		4	<b>Overwhelmed</b> Everything is too hard. I'm being overfed and need to have the environment for us. Give me space.
3	<b>Anxious/Worried/Excite</b> The Flash I feel like I need to run away as fast as a speedy car.		3	<b>Frustrated</b> I'm not getting it. I'm showing signs of stress. I should take a break now.
2	<b>I Think I Can Handle it</b> Superman I am going to push myself to try my very best even if it hurts. I will feel proud when I get through it.		2	<b>Anxious</b> Trying to stay focused, but having a hard time staying on track. I've noticed mistakes were.
1	<b>Just Right</b> Superman Nothing is bothering me. I'm in a state of bliss and I feel on top of the world!		1	<b>Happy</b> Ready and willing to Work.

**Sensory and Physical**

- Vision impairment
- Hearing impairment
- Multi-Sensory impairment (MSI)
- Physical Disability (PD)

**Non-negotiable resources:**

- Clearly visible success criteria that all children are aware of and have the opportunity to achieve
- Use of models and images.
- Use of cross curricular ICT – computers, laptops and ipads.
- RWI speed sound charts visible for all learners.
- Environmental considerations – lighting, noise, seating etc.
- Classroom is accessible for all
- Writing frames
- Additional lined writing book

**Strategies and Interventions:**

- Cool kids - Small group fine and gross motor development.
- Shropshire OT Sensory
- Individual workstation
- Fine motor programmes – threading, scissors, keyboard skills
- Finger gym
- Sensory play

- Intensive 1:1 support from the teacher or teaching assistant

**Individual recommended strategies from:**

- Sensory Inclusion Service
- Occupational Therapists
- Physiotherapists
- Learning Support Advisor consultations
- Educational Psychologist 1:1 consultation.
- Person Centered Plans written for pupils.



- Writing slope



- Wobble cushion
- General equipment adaptations– easy grip scissors, triangular pencils, pencil grips.



- Ear defenders
- Sensory objects to sooth
- Alternative recording of work
- Flexible seating in class
- Reduce echoes
- Sensory boxes
- Limit background noise
- Allow access to a low arousal area e.g. 'pop up' privacy boards.
- Think about classroom displays and visuals. Make sure that they are uncluttered and clear.
- Improve classroom acoustics and make reasonable adjustments in order to absorb unwanted noise e.g. use of displays, soft furnishings, felt on bottom of pencil pots.
- Flexible teaching arrangements e.g. seating, rest breaks
- Physical arrangement of classroom, including furniture



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	<p><b><u>Non-negotiable teaching strategies</u></b></p> <ul style="list-style-type: none"><li>• Pitched questioning,</li><li>• Modelling of skills,</li><li>• Differentiated planning,</li><li>• High expectations for all pupils,</li><li>• Guided writing</li><li>• Regular focus group support from the class teacher and teaching assistant</li><li>• Structured class and whole school routines</li><li>• Whole school Behaviour system followed and visible in the classroom</li><li>• School reward system using class dojo</li></ul>		
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