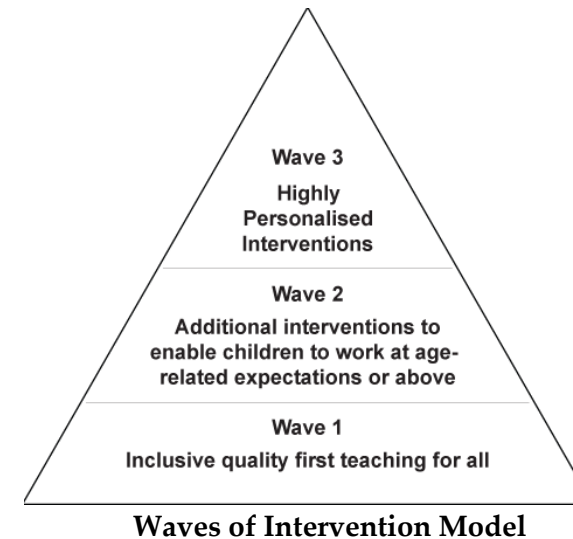




**Tadworth Primary School**  
**Wave 1, 2 and 3 Provision Map**



It will be for the school to determine when/if a child needs Wave 2 or 3 interventions. This is often agreed in consultation with external professionals.

**Wave 1**

Wave 1 is 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 2**

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3**

Wave 3 is 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 is for children who have been identified for an intervention designed to accelerate progress.

Examples of **Wave 2** provision at Tadworth Primary School:

<b>Type of provision</b>	<b>Name of intervention</b>	<b>Group/individual</b>	<b>Overview</b>	<b>Expected outcome</b>	<b>Year groups</b>	<b>Teacher/Teaching Assistant (TA)</b>
Reading	Boosting Reading @ Primary (BR@P)	Individual	Being heard reading by a member of staff x1 to 3 sessions per week	To meet or exceed individual targets To make accelerated progress and help them get back on track for at least age expected standard	Y1 to 6	Teacher and/or TA
Phonics and spelling	Letters and Sounds	Group	This is taught at Wave 1 (Early Years Foundation Stage (EYFS), Year 1+2) but continues for identified children in Key Stage 2 as a Wave 2 intervention	To improve phonic knowledge and spelling age by 6 months in a 4 month period	Years 3 to 6	TA
Spelling and handwriting	Alpha to Omega	Group	A spelling, reading and writing programme 15mins x4 per week	To improve spelling age by 6 months in a 4 month period	Y3-6	TA
Writing + Reading	High 5	Small group	Reading and writing programme to develop language, comprehension and writing skills 30mins x4 per week	Accelerated progress in reading and writing helping the children get back on track for at least age expected standard	Y5	Teacher and TA
Writing/Fine motor skills	Handwriting without Tears	Small group or 1:1	Usually 15mins x3 per week Unique strategies are	To make legible and fluent handwriting an easy and	Early Years Foundation Stage	TA trained to deliver the programme

			used to reinforce letter formation, spacing and neatness, and cursive connections between letters	automatic skill	(EYFS), Year 1 and Year 2	
Writing	Booster writing group	group	A programme planned by the teacher and TA to meet the needs of a group.	To ensure the expected amount of progress is made	Year 4,5 and 6	Teacher or TA
Speaking and Listening	Language Link programme	Small group or 1:1	Up to 15mins x3 per week Focussing on specific language skills identified through assessment as an area for development including listening, attention and basic vocabulary.	To develop the language skills of pupils by focussing on for example: listening, attention and basic vocab. To develop the strategies that pupils use to promote their own learning	Early Years Foundation Stage and Year 1	ELKLAN trained Speech and Language Assistant or TA
Speaking and Listening/Language	English as an Additional Language (EAL) support	Individual/Group	Teaching conversational and written English to children who have English as an additional language	Enabling the children to become proficient in English so that they can access the curriculum and make the expected amount of progress	All year groups	TA (in conjunction with the Race Equality and Minority Achievement service advisor from Surrey)

Maths	First Class @ Number	Group	30mins x3 per week for 10 weeks Working on number and calculation	To help children make accelerated progress so that they are at least on track for the expected standard	Year 2 to 4	TA
Maths	Success @ Arithmetic	Small group	Up to 24 sessions For pupils who need support to understand the number system and develop fluency with number facts	To gain confidence and interest and to make at least 3 times their expected progress (= accelerated progress)	Years 5 and 6	TA
Physical and Sensory Needs	TOPs (Teacher and Occupational Therapist Programme for Schools) and/or Sensory Circuits	Group	15mins x2 per week for approx. 12 weeks – to develop fine and gross motor skills (including work on concentration, coordination and confidence)	Improvements noted against identified areas	Early Years Foundation Stage and Year 1	TA
Physical Needs	Occupational Therapy Fine Motor Skills Support	Group or 1:1	15mins x2 per week A programme to work on fine motor skills such as pencil control, fastening clothes etc.	Improvements noted against identified areas of difficulty	EYFS and Year 1	TA

Social and Emotional support	Emotional Literacy Support Assistant (ELSA)	Individual/group	The qualified ELSA tailors a support programme (in conjunction with the inclusion leader) depending on the needs of the child/group	Improvement in the area of emotional literacy being targeted	All year groups	TA (trained as an ELSA)
Social and emotional support for children and their families	Home School Link Worker	Usually 1:1	Our HSLW is there to help improve the life outcomes and opportunities for school-aged children and their families, by providing (and sign-posting to) a range of support intervention and services	As outlined in the overview	All year groups	HSLW
Social and Emotional Support	Lunch Club	Group	A range of activities are on offer for children who find outdoor lunchtime play difficult or have other pastoral/medical needs	Normally aimed to address one or more of the following: *A positive lunchtime experience *Improved social/friendship skills *Better able to cope with lunchtime play outside	All year groups	TA

To support progress, engagement and attention in class	In-class support	Group or 1:1	To secure greater levels of engagement in order to make rapid progress across specific aspects of the curriculum	To meet or exceed individual targets	All year groups	TA
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Examples of **Wave 3** Provision at Tadworth Primary School:

Type of provision	Name of intervention	Group/individual	Overview	Expected outcome	Year groups	Teacher/Teaching Assistant (TA)
Reading	Reading Recovery or Reading Support	Individual	30mins x5 per week for 20 weeks with a trained Reading Recovery teacher	To make accelerated progress in reading (at least twice the normal rate of progress)	Year 1	Teacher
Writing	1:1 Target work	Individual	Highly personalised, targeted support	To meet or exceed individual targets	For children identified by the school	TA
Literacy	Booster/focus writing group	Group	A programme planned by the teacher and TA to meet the needs of the group.	To meet or exceed individual targets	Year 4,5 and 6	Teacher
Speaking and Listening/Language	Speech and Language Therapy (SLT) – externally provided	Individual	NHS Speech and Language Therapist will assess and identify targets which a SLT TA will then work on with the child.	To meet the targets/gain success as set out in the child's individual speech and language plan	For children identified by the school/external professionals	Speech and Language Therapist Speech and Language TA
Speaking and Listening/Language	Speech and Language Support	Individual	The school's Speech and Language assistant will attend the SLT sessions and then deliver follow up support throughout the week	To meet the targets/gain success as set out in the child's individual speech and language plan	For children identified by the school	TA (trained in supporting children with Speech, Language and Communication Difficulties)

Maths	Wave 3 Maths	Individual /pairs	Highly personalised, targeted maths support delivered on a daily basis	To meet or exceed individual targets	Years 3 to 6	TA
Social and emotional support	Home School Link Worker (HSLW)	Individual	Personalised support programme to meet the needs of the child	Improvement in the area identified as requiring support eg. managing emotions, improving attendance	Accessible to children in all year groups	Home School Link Worker in liaison with the ELSA, Inclusion Leader and any relevant external services
Personalised Support	Personalised Support	Individual	Providing support in/out of class to support the child's learning.	For the child to be able to access the curriculum and to cope with the demands of a mainstream school	For children identified by the school	TA with support from the Teacher , Inclusion leader and relevant external services