




Woolwich Polytechnic
School for Girls

Woolwich Poly School Girls Wave 1, 2 and 3 provision

	Wave 1 Definition Quality First Inclusive Teaching <i>Examples of provision</i>	Wave 2 Short Term Interventions <i>Examples of provision</i>	Wave 3 Long term support and personalised provision <i>Examples of provision</i>
<p>Cognition and Learning</p> 	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Accurately paced lessons • All pupils set appropriately challenging targets using a 'steps to mastery' approach • Visual timetables • Writing frames • Written and spoken instructions presented in a way that enables all pupils to access the curriculum • Dialogic teaching approaches • Peer learning, through groups and pairs • In class Learning support assistant support • Guided teaching with the class teacher • Use of Thinking Maps • Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays • The curriculum is relevant and exciting with special curriculum foci woven through each half term where learning is cross curricular. • A range of questioning strategies are used to encourage deeper thinking • Personalised learning approaches are used • Children self-assess their own learning • A focus on Growth Mindset • Multi-sensory learning styles are taken into consideration 	<ul style="list-style-type: none"> • A Learning support assistant in class to support students with EHCPs. • Additional Learning support assistant in classes where a higher level of need is identified • Withdrawal of groups of children who need extra English or Maths support. • Multi-sensory spelling groups • Support and advice from the Speech and Language therapist • Pupils provision detailed on the class provision map • RAP interventions (raising attainment and progress) 	<ul style="list-style-type: none"> • 1:1 support for Literacy and Maths following specially designed programmes • Pupils given a pupil passport which details areas of need, targets and support needed • Pupil's provision detailed on individual provision map • Additional planning and arrangements for transition • Individual arrangements for end of key stage assessments • Support and advice from STEPS/Speech and Language therapist/Educational Psychologist

Communication and Interaction



- Differentiated curriculum
- Differentiated delivery
- Accurately paced lessons
- All pupils are set appropriately challenging targets using a 'steps to mastery' approach
- Visual timetables
- Writing frames
- Multi-sensory learning styles are taken into consideration
- Teacher modelling
- Written and spoken instructions presented in a way that enables all pupils to access the curriculum
- Dialogic teaching approaches
- Peer learning, through groups and pairs
- In class Learning support assistant
- Guided teaching with the class teacher
- Use of Thinking Maps
- Specialist equipment and resources, suitable to individual needs are used to aid learning such as coloured overlays
- The curriculum is relevant and exciting with special curriculum foci woven through each half term where learning is cross curricular.
- A range of questioning strategies are used to encourage deeper thinking
- Personalised learning approaches are used
- Children self-assess their own learning
- A focus on Growth Mindset
- Visual prompts used
- Seating plans are carefully considered to promote learning
- Key vocabulary is clearly displayed
- Word/mind maps are used at the beginning of new topics
- Structured routines
- Instructions are delivered clearly and reiterated where necessary so all children understand

- A learning support assistant in class to support students with EHCPs.
- Additional learning support assistant in classes where a higher level of need is identified
- Withdrawal of groups of children who need additional group support e.g. pre teaching vocabulary or working memory support
- Multi-sensory spelling groups support and advice from the Speech and language therapist.
- Pupils provision detailed on the class provision map
- RAP interventions (raising attainment and progress)

- 1:1 support following specially designed programmes
- Pupils given a pupil passport which details areas of need, targets and support needed
- Pupil's provision detailed on individual provision map
- Additional planning and arrangements for transition
- Individual arrangements for end of key stage assessments
- Individually tailored language and vocabulary support
- Support and advice STEPS/Speech and Language therapist/Educational Psychologist

Sensory and Physical



- Teachers understand the implications of sensory impairment
- Most staff are trained in how to support pupil's with hearing impairments, including those with cochlear implants
- Staff work closely with advisory support services to develop best practice for supporting children with sensory needs and physical disabilities
- Suitable furniture and space
- Easy to access resources
- Classroom layout and positioning of pupils are carefully considered to ensure safety and access for all
- Appropriate resources are used to support needs such as wobble cushions, pencil grips, writing slopes etc.
- ICT is appropriately used to support needs
- Movement breaks are regularly planned into lessons
- Multi-sensory teaching
- In class learning support assistant
- Ground floor disabled access
- Appropriate resources are in place to ensure pupil toilets are accessible for children with physical needs
- Pupil toilets for disabled students
- Differentiated curriculum
- Differentiated delivery
- Multi-sensory learning styles are taken into consideration
- Seating plans are carefully considered to promote access for all
- Greenwich occupational therapy resource pack used throughout the school where a need arises
- Handwriting fine motor programmes run used where a need arises
- Occupational therapy sessions run where needed
- Physiotherapy sessions run where needed
- Touch typing programmes
- Greenwich HI/VI team resources and training used throughout the school where a need arises
- Pupils provision detailed on the class provision map
- Use of sensory room when a need arises
- 1:1 support physical/sensory support following specially designed programmes
- Pupils given a pupil passport which details areas of need, targets and support needed
- Pupil's provision detailed on individual provision map
- Additional planning and arrangements for transition
- Individual arrangements for end of key stage assessments
- Support with specialist equipment
- Additional planning arrangements for transition
- Support and advice from Greenwich advisory teacher for physical disability/hearing impairment/visual impairment

Social, Mental and Emotional Health



- Stay on the behaviour policy based on restorative principles
 - Restorative approach to resolving conflicts and problem solving
 - Pastoral reflection areas
 - Accurately paced lessons
 - All pupils are set appropriately challenging targets using a 'steps to mastery' approach
 - Visual timetables
 - Assemblies that promote values
 - PSHE
 - Social skills groups and 1:1
 - Mentoring sessions
 - In class learning support assistant
 - Differentiated expectations of ability
 - Multi-sensory teaching
 - Structured routines
 - Instructions are delivered clearly and reiterated where necessary so all children understand
 - A focus on Growth Mind-set
- Social, communication groups are run where needs are identified
 - Mentoring sessions are run where needs are identified
 - Play therapy provided for pupils where identified
 - Transition planning
 - Interventions monitored and reviewed on an on-going basis
 - Pupils provision detailed on the class provision map
 - Use of sensory room when a need arises
 - RAP interventions (raising attainment and progress)
- Support from SENCO, Lead LSA
 - Support from School Mentor
 - Support from school AH of Pastoral Care
 - Support from HOY
 - Support from tutors
 - Individual behaviour plans devised
 - 1:1 support for social and emotional skills, following specially designed programmes
 - Pupils given a pupil passport which details areas of need, targets and support needed
 - Pupil's provision detailed on individual provision map
 - Additional planning and arrangements for transition
 - Individual arrangements for end of key stage assessments
 - Support and advice from Greenwich Inclusion Team /Educational Psychologist/Child and Adolescent Mental Health Service (CAMHS)

This document provides an outline of the current provision at Woolwich Polytechnic School for Girls. The wave 1 provision is delivered by all class teachers and is closely monitored and supported by subject leaders, senior leaders and the SENCO. The Wave 2 and 3 provision is targeted for pupils who are identified through our on-going assessment process. Children who receive this provision will be placed on the class/individual provision map and monitored closely. This information will be shared with parents and carers at parent consultation meetings or at other points when necessary. The wave 2 and 3 provision will change depending on the needs of the children.

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Any questions or advice required contact the Learning Support Department

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