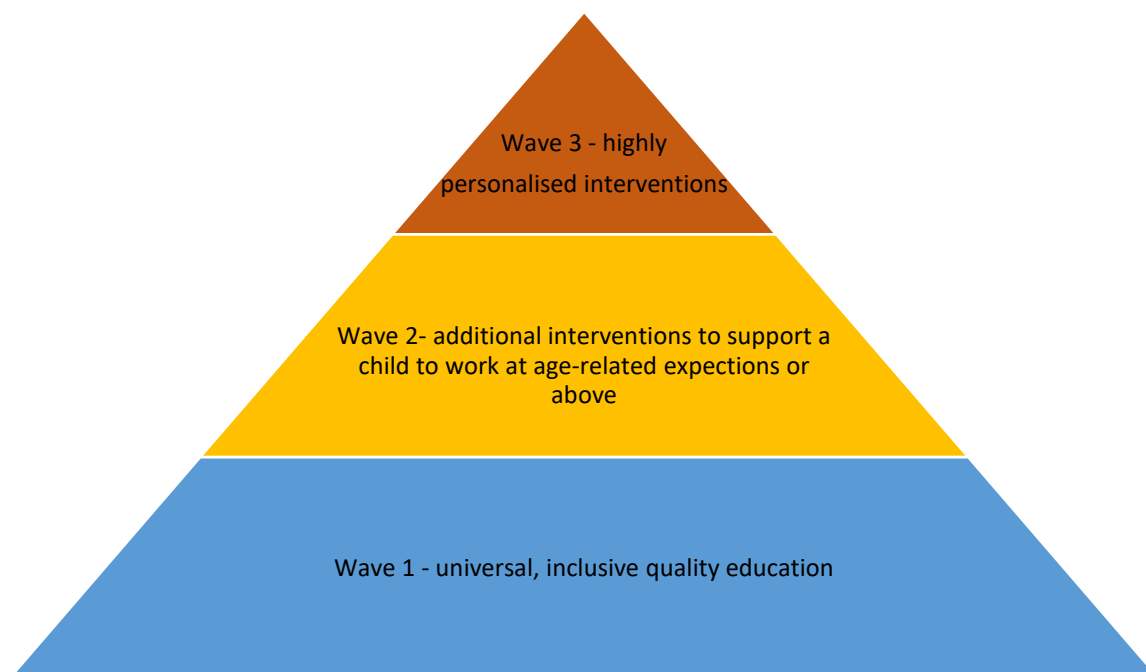


Waves of Provision Model:



Wave 1:

Wave 1 describes the baseline provision that is offered to all children in the school, regardless of whether they have a recognised special educational need or not. This will take the form of high quality teaching, differentiated to support the needs of all learners in the class.

Wave 2:

There are instances where, despite high quality teaching and differentiation as described in Wave 1, a child may continue to make slower progress and something **additional to and different from the** baseline, Wave 1 provision, will need to be offered. This may be due to underachievement, meaning that a child needs to make more rapid progress than his or her peers, but may not necessarily mean they have a special educational need. The SENDCo will support the class teacher in identifying potential barriers to learning, and will take the lead responsibility for co-ordinating provision working with the class teacher, pupil and parents. Additional short term interventions may be put in place and delivered by a Learning Support Assistant or a qualified teacher, either as in-class support, individually or in a small group. Individual Education Plans with clear targets and outcomes will be drawn up, in order to closely track and monitor the learning and progress of individual children. At this point, a child **may** be entered onto the Special Educational Needs Register. Not all children with an Individual Education Plan will be identified as having a special educational need.

Wave 3:

If, despite the provision offered as outlined above, a child is still not making expected progress, something further will need to be offered. The class teacher and SENDCo will review all of the information available on the pupil and discuss next steps, in consultation with parents and carers. At this point, the child will be recorded as having a Special Educational Need. The cycle of *Assess, Plan, Do, Review* (as described in the SEND Code of Practice (2014)) will be adopted (see main SEND policy for further information).