

At wave 3 we provide for some pupils:	In more detail
Individual timetable	Pupils accessing Wave 3 support may have a Statement to cater for their individual needs. Depending on the needs of the child this may mean that they have an individual timetable to allow for interventions such as speech therapy or occupational therapy.
1:1 teaching assistant support	<p>Statemented pupils may receive 1:1 teaching assistant support to enable them to access the curriculum. Although this support is there for that child it may be appropriate at times that the support is used in different ways such as within a small group, to support the child getting started with their work, to build independent working skills. The teaching assistant may not necessarily be beside the child at all times as we find this hinders independence, they will be watchful and available when needed.</p>
Individual Education Plan	Pupils at Wave 3 will have an Individual Education Plan that is written by the class teacher with input from the child and parents. Short term targets are set (usually no more than 3 or 4) and reviewed on a regular cycle.
Social Stories	<p>We use social stories to support pupils with transition, playtimes and other situations that they might find difficult to cope with. A social story describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format. The goal of a social story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. The goal of a story is to improve the child's understanding of events and expectations to enable them to cope appropriately in situations that they find difficult.</p>
Behaviour Plan	<p>Some pupils may find it difficult to work within the boundaries set in school. We may put a behaviour plan in place for these pupils, clearly setting out the routines and strategies that support the individual child and help them to successfully access their education. For some pupils it may be appropriate to seek advice from outside agencies (Behaviour Support, Educational Psychologist) to advise the school of further strategies that may support the child. The emphasis is always on the positive although there will be clear consequences for inappropriate behaviour e.g. if a child has refused to complete their work in class the consequence would be that they take it home to complete and bring back to school the following day.</p>

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Involvement from outside agencies

At Wave 3 a pupil may have regular input from outside agencies.

These agencies may include:

- Literacy and Language Support specialist teachers
- Behaviour Support specialist teachers
- Educational Psychologist
- Speech and Language Therapy
- Paediatrician
- Occupational Therapy

We always work closely with these professionals ensuring that any targets they write are included on the pupils Individual Education Plan. We always put into place suggested strategies.

Annual Review

We hold an annual review meetings for pupils with a statement. At this meeting we review the pupil's progress from the previous year. This is an opportunity for all agencies involved with the pupil to provide their input and for us to ensure that the provision is best suited to the changing needs of the pupil. The pupil is involved in this process, working with their class teacher and teaching assistant to create a piece of work that demonstrates how they feel about school, who their friends are, what they enjoy, what they find difficult and what they would like to improve. We welcome the opportunity to work with parents to celebrate a pupil's achievements and to set targets for the following year.

Home/School link book

For some pupils it is appropriate to have a home/school link book. This is a book that travels between home and school and allows both parents and school to comment upon the pupils successes during the school day. This strategy tends to be used for pupils who have behavioural difficulties and allows for effective communication and joint working between the school and home.

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Visual Cue Cards

Some pupils may need additional visual supports to those already available in the classroom. They may have cue cards to support them in completing tasks independently, to support them in making appropriate choices about behaviour or to help them understand the routines of the day.

Individual Support Equipment

Some pupils may require specialised equipment to enable them to access the curriculum. We purchase specialised equipment when it is recommended to support a child.