



Whole school Provision Overview 2025-26

	<b>Cognition and Learning</b>	<b>Social, Mental and Emotional Health</b>	<b>Communication and Interaction</b>	<b>Sensory and/or Physical</b>
<b>Wave 1</b>	<p><b>All children receive high quality wave 1 teaching</b></p> <ul style="list-style-type: none"> <li>Feedback provided by teachers to parents and pupils and next steps advised               <ul style="list-style-type: none"> <li>Adaptive teaching to be introduced                   <ul style="list-style-type: none"> <li>KS1 Little Wandle Reading</li> <li>KS2 Fluency Reading</li> </ul> </li> </ul> </li> </ul>			
<b>Wave 2</b>	<ul style="list-style-type: none"> <li>Group Mentoring sessions</li> <li>Wellcomm (EYFS)</li> <li>Phonics Catch-Up</li> <li>In class group support</li> <li>Small group work</li> </ul>	<ul style="list-style-type: none"> <li>Light touch Individual mentoring sessions</li> <li>Soft landings</li> <li>Inclusive Attendance</li> <li>Rights Respecting Ambassadors</li> <li>Spark Leaders (playground)</li> <li>After school clubs</li> <li>Lunch clubs</li> <li>Wrap around club</li> <li>Emotion Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Wellcomm (small group)</li> <li>Phonics</li> <li>Small group reading</li> </ul>	<ul style="list-style-type: none"> <li>Sensory Room</li> <li>Outdoor Adventure (EYFS)</li> </ul>
<b>Wave 3</b>	<ul style="list-style-type: none"> <li>Mentoring sessions (1:1)</li> <li>Targeted in-class support</li> <li>Individual Provision plans</li> <li>SpLD programme</li> <li>Individual Speech and Language Therapy programmes</li> <li>Tailored interventions as directed by Inclusion Support</li> <li>Precision teaching</li> <li>Emotion Coaching</li> <li>PACE</li> </ul>	<ul style="list-style-type: none"> <li>In depth mentoring sessions (1:1)</li> <li>Brain Breaks</li> <li>Relax Kids</li> <li>Bedazzle</li> <li>Box Clever</li> <li>Family support</li> <li>Targeted in class support</li> <li>Individual behaviour report /programme/plan</li> <li>Boxall Profile</li> <li>Rise up programme</li> <li>Behaviour Tracker</li> <li>Interventions as directed by Inclusion support</li> </ul>	<ul style="list-style-type: none"> <li>1:1 speech and language targets / programmes</li> <li>Makaton</li> <li>Now/Next routines</li> <li>PECS</li> <li>Social stories</li> <li>Enhanced speech and language service</li> <li>Interventions as directed by Inclusion support</li> </ul>	<ul style="list-style-type: none"> <li>Physiotherapy programme</li> <li>Occupational Health Programme</li> <li>Use of specific resources/equipment</li> <li>Toileting support</li> <li>Hearing Impaired support</li> <li>Visual Impaired support</li> <li>Interventions as directed by Inclusion support</li> </ul>



Whole school Provision Overview 2025-26

		<ul style="list-style-type: none"> <li>• Play therapy</li> <li>• Art therapy</li> <li>• Close supervision support during lunch</li> <li>• Quiet time early lunch – small group</li> <li>• Emotion Coaching</li> <li>• SDQs</li> <li>• Key adults for LAC/PLAC</li> </ul>		
--	--	--	--	--

Intervention	Age group	Delivered by	Length	Progress Measure	Description
WellComm  (Wave 2)	Whole school	LSP	20mins x 5 weekly sessions	Age-related Expectations	<ul style="list-style-type: none"> <li>• Small group tailored activities to promote receptive (understanding) and expressive (talking) language skills</li> <li>• Provides children with specific language opportunities to enable children to reach age-related expectations</li> <li>• Provides ideas for developing language within the classroom setting</li> </ul> <p>Encourages good speaking and listening behaviours</p>
Mentoring Groups  (Wave 2)	R-Y6	Mentor	As identified by Learning Mentor	Behaviour changes, card record, weekly behaviour chart, Impact on Learning	<ul style="list-style-type: none"> <li>• Small groups (up to 6 children) mentored for social skills and behaviour issues.</li> <li>• Groups target turn-taking, feelings and actions/reactions/consequences</li> <li>• Groups are chosen by Wellbeing and Behaviour Leader and can be referred by Class Teachers.</li> <li>• Children within these groups are primarily children receiving Family Support or are/were a Child Protection concern.</li> </ul>



## Whole school Provision Overview 2025-26

					<ul style="list-style-type: none"> <li>Children are assessed through the Boxall Profile and mentoring programmes are implemented using the Boxall information.</li> </ul>
					<ul style="list-style-type: none"> <li></li> </ul>
Mentoring 1:1 (Wave 3)	R-Y6	Mentor	As identified by Wellbeing Leader	Behaviour changes, card record, weekly behaviour chart, Impact on Learning	<ul style="list-style-type: none"> <li>1:1 sessions targeting significant needs as identified through the Boxall Profile, SEMH criteria or Child Protection Concerns</li> <li>Programmes include Anger Management, Social Skills, Self-Esteem, bereavement.</li> <li>Some SEND children may also have group mentoring sessions and is dependent on the child's need.</li> </ul>
SALT 1:1 – (Wave 3)	N-Y6	LSP	As identified by Sandwell SALT	Targets achieved set by SALT	<ul style="list-style-type: none"> <li>Tailored SALT intervention</li> <li>10 minute sessions / 3 times per week</li> </ul>
Targeted in class support (Wave 3)	N-Y6	LSP	full time	Expected progress dependent on baseline	<ul style="list-style-type: none"> <li>Dependent on Special Educational Needs</li> </ul>
Close supervision support during lunch (Wave 3)	R-Y6	Lunchtime supervisor	1 hour 15 mins per day	Remains safe, eats food.	<ul style="list-style-type: none"> <li>Closely support a pupil on a daily basis during lunch time</li> <li>Dependent on need (social, self-help and safety)</li> </ul>