Hamer 3 Waves of Provision

Wave 1–

Inclusive Quality First Teaching

Differentiated planning and work

Inclusive ethos and learning environment—Learning Power, Growth Mind-set, Resilience, School Policies

Behaviour Management

Effective deployment of Staff and Support Staff

Consideration of teaching programs and planning for varied learning styles

Accurate Assessments, including use of Mark Books

Wave 2–

Additional Interventions to enable children to work at Age Related Expectations or Above

Provision Mapping

Use of Mark Books and Assessments to identify children who need a re-cap the day after

Maths Passports

Read Write Inc. Phonics

Additional Assertive Mentoring and Grammar Hammer

Guided Reading programs

Teacher Designed Interventions to plug learning gaps

Pre Teaching/ Post Teaching Follow Up

Numicon and additional resources to support learning in class e.g. number lines, word mat

Social Communication resources in class e.g. Timetables, Social Stories, Visual Cards

Speech and Language Strategies used in class e.g. visuals to support

Wave 3–

Targeted provision for those who require a high level of personalised and specialised support

Speech and Language Intervention or 1:1 Specialised Speech and Language Therapy (SALT)

Input a support plan from Rochdale Additional Needs Service (RANS) - sensory diet, intensive interaction, running commentary, objects of reference, TACPAC Intervention.

Occupational Therapy Programs—Additional Fine/ Gross Motor

Talkabout Intervention or 1:1 Social Work—Including time in EYFS, Lego Therapy

Use of precision monitoring

1:1 Individualised Positive Behaviour Plans—personalised reward programs, sensory room therapy, 1:1 calm time and calm strategies.

1:1 or very small group additional Phonics, Reading, Maths/ Numicon

Personalised strategies used in class—e.g. dyslexia overlays, specific formats for writing on