

## Individual Bespoke Provision



Name:

Area of need:

Key Worker:

Team around the child:

### Wave 1 Strategies

Meet and greet by class teacher		Support materials e.g. writing frame		Structured class routines	
Positive praise		Small group work		Whole school behaviour policy	
Reinforcement of whole school rules		Guided group work		Concise feedback	
Visual timetable		Individualised behaviour rewards		Use of differentiated work	
Use of modified language		Focused/structured/scaffolded work		Use of personalised work	
Consistent language across the whole class		Use of models/images		Planned classroom layout	
AFL used to inform planning		New vocabulary displayed and shared		Use of pre teach sessions	
Personalised targets		Targeted questioning		Choice of recording materials e.g. Ipad	
Planned organisation of the classroom environment e.g. accessible resources, promotion of independence.		Access to resources to support sensory/learning needs e.g. pencil grips/fidgets		Effective learning behaviours modelled and shared	

#### Additional Notes:

### Wave 2 Strategies

Development of pupil leaders		Access to a wellbeing group		Alternative provision at lunchtime	
Targeted in class support		Meet and greet by allocated adult		Small group work linked to targets	
Individual Behaviour Plan/reward charts		Specific intervention e.g. talk boost		Use of motivation rewards	
Advice and guidance from external professionals		Structured small group work with a clear purpose		Adjustments to learning space and layout to facilitate effective learning for groups/individuals.	

#### Additional Notes:

### Wave 3 Strategies

Education Health Care Assessment		Handling Policy		<b>Bespoke wellbeing provision e.g.</b> <ul style="list-style-type: none"> <li>● Specialist behaviour support sessions</li> <li>● Structured play sessions</li> <li>● Mentoring sessions</li> <li>● Self-management sessions</li> <li>● Dance Therapy</li> </ul>
Personalised timetable		Identified key workers		
Half termly reviews		One to one support in class		
Regular meetings with parents				
<b>Additional Notes:</b>				

Short Term Actions (Maximum 3 to be trialled consistently for at least 2 weeks)

Need/Behaviour	Action (What/Who/When)	Impact Review including date