

Supporting Every Child to Thrive

A Parent Guide to Quality First Teaching, Ordinarily Available Provision, Wave Provision, IEPs & EHCPs

At Rockmount, we are committed to providing an inclusive, nurturing and ambitious education for every child.

The support described in this guide is based on school observations and professional discretion, considering each child's individual needs. Every child is unique, and provision is planned on a case-by-case basis.

Together, we help.
every child thrive.



QUALITY FIRST TEACHING (QFT)

Quality First Teaching is the high quality, inclusive classroom practice that every child receives at Rockmount. It is the foundation of learning.



Safe, happy and ready to learn
Clear routines, visual timetables and a predictable classroom environment.



High quality teaching for all
Clear learning objectives and success criteria, modelling, mini-plenaries and AFL inform challenge and next steps.



Adaptive, inclusive practice
Differentiated planning, flexible grouping, visual supports, working walls and a range of teaching styles and recording methods.



Know every child
Teacher assessment and data analysis through group and individual targets.



Promote learning and progress
Scaffolding, guided examples, concrete resources and opportunities to practise and apply learning.



Positive behaviour culture
School and class reward systems, Behaviour Policy and Code of Conduct.



High expectations for all
Ambitious, inclusive and consistent expectations for every pupil.



QFT ensures that most children's needs are met within everyday classroom practice.



ORDINARILY AVAILABLE PROVISION (OAP)

Ordinarily Available Provision is the support available to every pupil, without needing an IEP or diagnosis. It is part of our inclusive ethos and everyday practice.



COGNITION & LEARNING

- Chunked instructions and visual reminders
- Overlearning and retrieval practice
- Manipulatives (word mats, number lines, tens frames)
- Pre teaching vocabulary and concepts
- Guided examples and modelling
- Concrete resources (Numicon, counters)
- Opportunities for repetition and practice



COMMUNICATION & INTERACTION

- Visual timetables and now/next boards
- Clear, concise language
- Time to process information
- Structured talk opportunities (talk partners, sentence stems)
- Social stories for routines and transitions
- Vocabulary support



SOCIAL, EMOTIONAL & MENTAL HEALTH

- Calm, predictable routines and regulation strategies
- Zones of Regulation (to support self-awareness and emotional regulation)
- Access to safe spaces or quiet areas
- Daily check ins with an adult
- Positive behaviour strategies and praise
- Opportunities to develop friendships and social skills



SENSORY & PHYSICAL

- Movement breaks or table position
- Fine motor resources (pencil grips, tweezers, dough)
- Sensory tools (fidgets, ear defenders)
- Outdoor learning opportunities
- Adjustments for handwriting, PE or practical tasks

ROCKMOUNT'S 4 WAVE PROVISION MODEL

Our four wave approach ensures the right support at the right time.



WAVE 1 – UNIVERSAL

Quality First Teaching + Ordinarily Available Provision
This is what every child receives in the classroom.



- ✓ High quality teaching
- ✓ Inclusive routines
- ✓ Visuals, scaffolds and manipulatives
- ✓ Adaptive strategies
- ✓ Everyday adjustments
- ✓ Positive behaviour culture

Most pupils' needs are met at Wave 1.



WAVE 2 – TARGETED SUPPORT



- ✓ Small group interventions (phonics, reading fluency, maths skills)
- ✓ Targeted social/emotional groups
- ✓ Short term programmes
- ✓ Additional adult support (In-class, at specific times)*
- ✓ Increased monitoring of progress
- ✓ Personalised strategies within lessons

* Support is provided based on school discretion and the needs of each child.

Many children move in and out of Wave 2 support as needed.



WAVE 3 – TARGETED SPECIALIST SEN SUPPORT

Additional, individualised support for pupils who need provision that is additional to or different from Waves 1 and 2.

- ✓ Progress is significantly slower than expected
- ✓ Highly individualised strategies are needed
- ✓ Social, emotional or behavioural needs impact learning
- ✓ Communication or interaction needs require targeted support
- ✓ Physical or sensory needs require limited adjustments
- ✓ External professionals recommended*
- ✓ More formal monitoring is needed



IEPs ensure personalised support is consistent and regularly reviewed



Specialist strategies and interventions



Specialist teaching or equipment



Coordinated support between home and school



A record of progress and provision



* At the discretion of the school, further advice from professionals may be sought to help inform provision where required.



WAVE 4 – EDUCATION, HEALTH & CARE PLAN (EHCP)

For pupils with the most complex needs. Provision is highly individualised and is planned, delivered and reviewed in partnership.

- ✓ Needs are complex or severe
- ✓ Highly personalised support
- ✓ Multi-agency involvement
- ✓ Personalised programmes
- ✓ Reduced timetable where needed



- ✓ Sets out a child's special educational needs
- ✓ Specifies education, health and social care provision
- ✓ Allocates additional funding
- ✓ Provides legally protected support
- ✓ Ensures coordinated, long term planning

Parents and carers are involved at every stage.



WORKING TOGETHER

Rockmount is committed to strong partnerships with families. You can expect:

- ✓ Early conversations about concerns
- ✓ Clear explanations of strategies
- ✓ Suggestions for home support
- ✓ A warm, open approach



Whatever your child needs, we work with you to ensure they feel valued, supported and able to succeed.

Most children thrive with Waves 1-2. Some need Wave 3 support. A smaller number require Wave 4 (EHCPs).