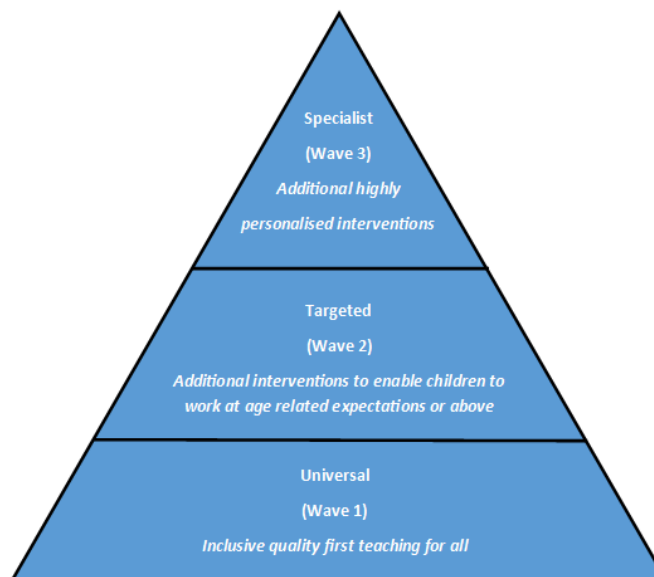


Waves of Intervention

Pupils may be placed on the Special Educational Needs Register at different stages dependent on their need as per the SEND Code of Practice 2014. Pupils can move through or be removed from the register at any time based on their progress. The emphasis is on outcomes for students and the focus is on what is being offered from the school's own resources to respond to an identified need and to close the learning gap. Schools are required to identify school support as waves of provision – part of a graduated approach to meeting additional needs. Inclusive Quality First Teaching underpins all learning at Wave 1 which is for all students including those with Special Educational Needs. Wave 2 Provision is 'additional to' and usually forms part of small group work interventions for 'some' students. Wave 3 Provision is 'different from' where interventions are on an individual basis.





| Area of Need | Universal Wave 1 | Targeted Wave 2 | Specific Wave 3 |
|--------------------------------------|--|---|---|
| <p>Cognition and Learning</p> | <ul style="list-style-type: none"> • Inclusive Quality First Teaching • Adapted curriculum planning • In-class LSA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Use of writing frames • Access to ICT to support learning and presentation • Literacy/Vocabulary Mats across the curriculum • Spiritual, Moral, Social, Cultural focus in lessons • Extra-curricular clubs • Whole school reading • Transition Processes | <ul style="list-style-type: none"> • Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA, ELSA trained LSAs • Focussed strategies for groups/classes • Catch up programmes – Literacy and numeracy • Reading development • In class group support from LSA • Learning mentors • ICT support for keyboard skills and adapted technological resources | <ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy intervention • Access Arrangements • External Agency Support – Educational Psychologist, Specialist Teaching Services, CAMHS, SALT • Personalised activities in curriculum areas |



**Communication
and Interaction**

- Inclusive Quality First Teaching
- Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards
- Use of symbols
- Structured school and classroom routines
- Visual timetables
- Personalised curriculum delivery
- Certificates home
- Assemblies reinforcing school ethos
- School Council
- After school clubs – sporting, academic, creative and social
- Staff modelling and reinforcing appropriate behaviour
- Social Stories
- Whole school INSET with regular reinforcement for all staff
- Awareness by all staff different particular needs
- Inclusive Development Programme for Staff INSET/Training for staff
- Provide Teacher Toolkits and monitor their use and impact
- Transition Process

- In class support with focus on supporting speech and language
- ICT – Clicker, In Print visuals software
- Effective use of collaborative group work
- Groups chosen sensitively to take account of and include mixed abilities and strengths of personality.
- Social Communication Programme
- Multi-sensory activities to take account of Speech and Language /ASD associated difficulties
- Circle Time/PSHE, Speaking and Listening
- Checking out understanding of text by encouraging pupil re-tell/re-phrase story/text
- Pupil's with sensory perceptual differences seated in the best available defined area, i.e. Away from distractions, at the front of the class, away from visual displays and windows.
- Social skills groups
- ELSA
- Sensory kit activities

- Individual work on: Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills
- Social Communication Programme
- Multi-sensory activities to take account of Speech and Language /ASD associated difficulties
- Direct teaching to develop verbal and non-verbal communications
- Use of visual cues to support meaning – social stories
- Speech and Language support / advice
- Visual timetables / now and next resources
- Use of ICT to record and support within the learning
- Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school
- Referral to Speech, Language and Communication Therapists,



| | | | |
|---|--|--|---|
| | <ul style="list-style-type: none"> • Use of National College / NASEN resources to support staff CPD • Liaise with CYP and Parents | <ul style="list-style-type: none"> • Small groups to focus on relationships and communication | <p>Educational Psychologist and to CAMHS</p> |
| <p>Social, Emotional and Mental Health</p> | <ul style="list-style-type: none"> • Inclusive Quality First Teaching • Whole school and class reward systems promoting positive learning behaviour, reward points and certificates • Whole school/Class rules • Whole school policy for behaviour management with graduated response linked to waves of provision • Break supervision to help manage free/unstructured time • Assemblies Time • Behaviour management techniques circulated to all staff • Transition process • Adaptations to class routines | <ul style="list-style-type: none"> • Behaviour and relationships policy • Temporary change of work location • Temporary use of time out. • Teaching anger management and calming techniques • Appropriate curriculum to match needs. • Suggested Classroom strategies. • Whole class strategies and advice to teachers • Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution. • Social skills group training • Monitoring during unstructured times – structured play activities, • ELSA | <ul style="list-style-type: none"> • 1:1 support for social skills • Individual counselling • Individual reward system • Social skills training • Emotional Resilience • Anger management • Advice from EP / Specialist services • Personalised Timetables • OPP and Learner profiles • Parent Meetings • Support from External agencies • Education Welfare Officer • CAMHS |



**CARLETON
PARK**

JUNIOR & INFANT SCHOOL

**Sensory and
Physical**

- Staff aware of implications of physical impairment
- Writing slopes
- Pencil grips
- Improved accessibility of building
- Coloured Paper/overlays
- Large print
- Audio Books
- Awareness of background noise
- Use of school bulletin to regularly update staff
- Teacher Toolkits
- Liaison with parents

- Additional keyboard skills training
- Additional fine motor skills practice
- In class support for supporting access, safety
- Handwriting practice
- Extra time to complete tasks
- LSA Support

- Physical Difficulties or Medical Conditions
- External Agency Involvement – Sensory Support Hearing and Vision, Range of hospitals and medical staff
- Adapting materials for pupils with co-ordination difficulties
- Advice and/or support from an Occupational Therapist
- Advice and/or support from a Physiotherapist
- Advice & strategies for all staff.
- Individual support in class