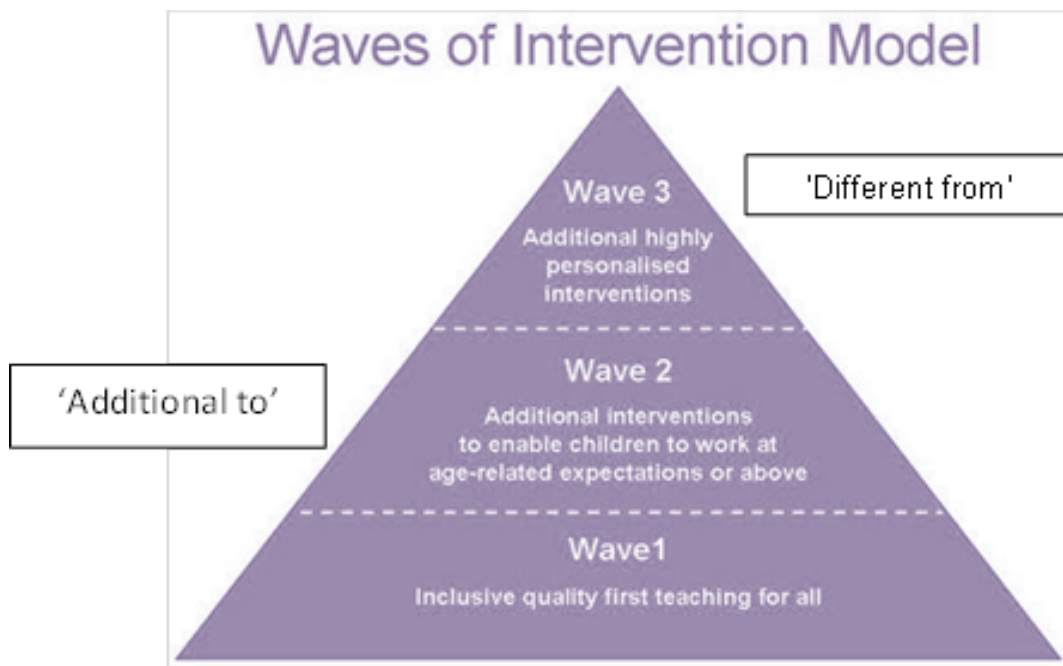


WAVES OF INTERVENTION



Cognition and Learning

- Wave 1
 - Inclusive Quality First Teaching
 - Differentiated curriculum planning, multi-sensory activities, delivery and outcome
 - In-class TA support
 - In-class targeted teacher support
 - Increased visual aids / modelling etc
 - Visual timetables
 - Illustrated/ACE dictionaries
 - Use of writing frames
 - Access to ICT to support learning and presentation
 - Access to whole school homework clubs

- Modified curriculum pathways
 - Basic skills course
 - Revision classes
 - Homework support
 - Literacy/Vocabulary Mats across the curriculum
 - Student Planners
 - SEN Teacher Toolkits – Dyslexia and MLD
 - External Enrichment activities
 - Whole School /Staff INSET
 - Spiritual, Moral, Social, Cultural Focus in lessons
 - Parent Evenings
 - Extra-curricular clubs
 - Lunch time clubs
 - Transition Process
 - Individual Development Programme for Staff
- **Wave 2**
 - Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA and ELSA trained TAs
 - Focussed strategies for groups/classes
 - Catch up programmes – Literacy and numeracy e.g. Springboard 7,
 - Booster lessons
 - Exam booster classes
 - In class group support from TA
 - Reduced/ increasingly individualised timetable
 - Guided reading within lessons
 - Learning mentor
 - ICT support for keyboard skills
 - **Wave 3**
 - Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes such as Catch-Up, Precision Teaching
 - Exam Access Arrangements
 - Advice from EPS/ LSS/Specialist teacher
 - Homework club
 - External Agency Support – Educational Psychologist, Specialist Teaching Services
 - Pathways Advisors for transition

Communication and Interaction

- **Wave 1**
 - 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

- Differentiated curriculum delivery e.g. simplified language or minimal use of language
- Differentiated outputs e.g. cartoon strips instead of written prose, cloze exercises
- Certificates home
- Assemblies reinforcing school ethos
- School Council
- House system – academic, social and sporting achievements
- 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
- Collaborative approach with staff – advice, observations, programmes
- Awareness by all staff of particular needs
- Inclusive Development Programme for Staff INSET/Training for staff
- Provide Teacher Toolkits and monitor their use and impact
- Transition Process

Wave 2

- In class support with focus on supporting speech and language
- ICT – E.G. Clicker/ Quick Qwerty
- Access to Communication and Interaction specialists for:
 - Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills
- 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, 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. Teachers encouraged to use the pupil's names on occasions to aid re-focussing and include pupils who lack understanding of group instruction
- Support where needed in other areas of the curriculum
- Safe environment provided for vulnerable students
- Opportunities for Role play
- social skills/lunch club

Wave 3

- Access to Communication and for individual work on:

- Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills
- Retelling familiar stories and talking about them
- 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 and comic strips
- Speech and Language support / advice
- Visual organiser/timetables
- 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, Educational Psychologist and to CAMHS

Social, Emotional and Mental Health

Wave 1

- 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
- Student planners
- Whole school INSET for behaviour programme
- Behaviour management techniques circulated to all staff
- One Page Profiles Plans circulated to all staff
- In house Behaviour Management
- Training for all Support staff focussing on SEN Issues
- Form Tutor communication with home
- Transition Process
- Liaison with Learning Mentor
- Extra-Curricular Activities

Wave 2

- Behaviour Policy .
- Temporary change of work location. Removal to another classroom or isolation
- 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, e.g. Social Skills club, turn taking, duty pupil responsibility, student support advisor, mentoring programme,
- Programme to address bullying. Whole school, student support, social skills club, mentoring programme
- Monitoring during unstructured times – Lunch club,
- Behaviour Support Assistant intervention, Classroom support Assistant, focused support when choosing options
- Information and strategies shared with staff via CPOMS
- Home/School Link Worker (LM) – includes pupils with difficult home circumstances
- Designated Teacher for Children In Care
- Range of Interventions:
 - Behaviour for Learning, Emotional Resilience, Anger Management, Social Skills, Self Esteem, Transition (Vulnerable), Transition (Behaviour) Self Esteem and Life Skills (SEALs), Emotional Literacy Support Assistants (ELSA), Restorative Approaches, Peer mediation.
- Self- Harm Support

Wave 3

- Pupil's self monitoring of behaviour. Student personal strategies, personal targets set at reviews
- 1:1 support for social skills
- Individual counselling
- Individual support or mentoring
- Individual reward system
- Social skills training
- Emotional Resilience
- Anger management
- Re-integration programme
- Self- Harm
- Peer mentoring
- Student Welfare and Attendance managed by LM
- Advice from EP / Specialist teacher
- Personalised Timetables
- One Page Profile Plans (1PP)
- Time-out
- Parent Meetings
- Individual Student Support Plans
- Education Welfare Officer
- Home School Link Worker
- CAMHS

Sensory and Physical

Wave 1

- Flexible teaching arrangements
- Seating Plans
- Staff aware of implications of physical impairment
- Writing slopes
- Pencil grips
- Brain gym
- Improved accessibility of building
- Coloured Paper/overlays
- Large print
- Audio Books
- Awareness of background noise
- Use of CPOMS to regularly update staff
- Teacher Toolkits
- Liaison with LM
- Modifications to buildings e.g. ramps
- Peer group awareness through PSHCE

Wave 2

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

Wave 3

- 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
- Access to technical aids or supplementary facilities
- Advice & strategies for all staff.
- Individual support in class during appropriate subjects e.g. PE and lunch time
- Signage
- INSET for Staff
- Teacher Toolkits
- Early assessment for SATs Concessions
- Liaison with parents