



## Wave One (Quality First Teaching)

| Provision for all children                                       |   |
|--|---|
| <p><b>Physical, Medical and Sensory</b></p>                      | <ul style="list-style-type: none"> <li>• Flexible teaching arrangements e.g. seating, teaching resources</li> <li>• School Medical Care plans</li> <li>• Readily available resources e.g. pencil grips, pencils, steps,</li> <li>• Environmental audit of school</li> <li>• Whole school INSET – Asthma/EPIPEN/Sensory training</li> <li>• Class teacher briefings</li> <li>• Informed staff – who are given regular updates on changes</li> </ul>  |
| <p><b>Cognition and Learning</b><br/>(Thinking and Learning)</p> | <ul style="list-style-type: none"> <li>• Differentiated curriculum planning and work</li> <li>• Differentiated delivery e.g. simplified language, slower lesson pace</li> <li>• Differentiated outcomes</li> <li>• Opportunities for collaborative group work/paired work</li> <li>• ICT facilities</li> <li>• Visual aids e.g. keywords, visual timetable</li> <li>• Writing frames/time to think and discuss/learn from each other</li> <li>• Learning objectives which are given at beginning of each lesson</li> <li>• Progress reviews/parent evenings/parent workshops/monitor individual targets/set new targets</li> <li>• Half termly assessments/target updates</li> <li>• Regular SEND updates</li> <li>• Intervention groups e.g. Literacy, Numeracy, Reading, Phonics, Handwriting</li> <li>• Appropriate sized tables and chairs</li> <li>• Labelled resources</li> </ul> |

|  |  |
|--|--|
| <b>Emotional, Social and Behavioural</b> | <ul style="list-style-type: none"> <li>• Whole school and class reward systems promoting learning behaviour e.g. tally marks for tables, stickers, certificates, celebration assemblies</li> <li>• Whole school Golden Rules and individual class rules</li> <li>• Whole school policy for behaviour management</li> <li>• Golden Time</li> <li>• Rich PSHE curriculum</li> <li>• Circle times</li> <li>• Home/school communication books</li> <li>• Play leaders scheme</li> <li>• Year 2 Monitors</li> </ul>   |
| <b>Communication and Interaction</b>     | <ul style="list-style-type: none"> <li>• Structures - school/classroom routines</li> <li>• Differentiated curriculum delivery – simplified/minimal language</li> <li>• Differentiated outputs e.g. cartoon strips instead of prose/ mind maps/ cloze exercises</li> <li>• Certificates to take home</li> <li>• Celebration assemblies to reinforce school ethos</li> <li>• School council</li> <li>• Home/school communication books</li> <li>• After school clubs – sporting, academic, creative and social</li> <li>• Staff modelling and reinforcing appropriate behaviour</li> <li>• Whole school INSET</li> <li>• Parent workshops</li> <li>• Informed Governors monitoring /impacting School Self Evaluation</li> <li>• WOW books/home school communication books</li> <li>• Parent meetings/annual reports</li> </ul> |

## Wave Two

| Provision for some children                              |   |
|--|---|
| <b>Physical, Medical and Sensory</b>                     | <ul style="list-style-type: none"> <li>• Allowing extra time to complete tasks</li> <li>• Leaving lessons early to avoid congestion in the corridors</li> <li>• Monitoring safety in practical lessons and PE sessions/risk assessments</li> <li>• School Medical Care Plans</li> <li>• Professional Development accessed</li> <li>• Regular intervention sessions in small groups for fine and gross motor skills.</li> </ul>  |
| <b>Cognition and Learning</b><br>(Thinking and Learning) | <ul style="list-style-type: none"> <li>• Consistently modified tasks- to take account of literacy/recording difficulties -by class teacher/HLTA/TA/LSA</li> <li>• Planned collaborative group/paired work</li> <li>• Provision of differentiated materials in all curriculum areas</li> <li>• Provide opportunities for reinforcement and consolidation – intervention groups/homework</li> <li>• Regular intervention sessions in small groups for Literacy/Numeracy/Reading/Key words/Phonics/Handwriting</li> <li>• ICT to support presentation skills/reinforcement of learning</li> <li>• Individual learning plans (Pathway Plans)</li> <li>• Jumping Jacks (Gross motor skills)</li> <li>• Helping Hands (Fine motor skills)</li> <li>• First Class @ Number</li> <li>• Phonic intervention</li> </ul> |
| <b>Emotional, Social and Behavioural</b>                 | <ul style="list-style-type: none"> <li>• Children’s self-monitoring of behaviour</li> <li>• Temporary change of location - remove to another area of school</li> <li>• Use of ‘time out’</li> <li>• Appropriate curriculum to match needs of child</li> <li>• Teach strategies to manage feelings, friendships, relationships, conflict – use of Social Stories</li> <li>• Circle times to help social skills, turn taking</li> <li>• Advice from outside agencies e.g. Behaviour Support Team</li> <li>• Monitor during unstructured times – provide intervention strategies</li> </ul>  |

**Communication and Interaction**

- Simple, clear instructions
- Activities planned to take account of the children's speech and language difficulties
- Modelling of appropriate language/responses
- Games to improve language skills e.g. memory games, vocabulary games
- Effective use of extra adults in the classroom
- Speaking and listening activities
- Checking understanding – encourage children to re-tell/re-phrase story or text
- Teachers to use the child's name on occasions to aid re-focussing
- Opportunities for children with sensory perceptual differences to be seated in the best available area i.e. away from distractions, at the front of the class, away from displays and windows
- All staff made aware of particular needs for individual pupils including those with a diagnosis
- Liaise with outside agencies when appropriate
- Provide opportunities for role play – children with social and communication difficulties who are identified via the SEN register

## Wave Three

| Provision for a few children                                     |  |
|--|--|
| <p><b>Physical, Medical and Sensory</b></p>                      | <ul style="list-style-type: none"> <li>• Adapted materials for children with co-ordination difficulties</li> <li>• Advice and support from an Occupational Therapist</li> <li>• Advice and strategies for all staff</li> <li>• Access to specific resources</li> <li>• Minor modifications to buildings e.g. ramps/toilets/car parking</li> </ul>  |
| <p><b>Cognition and Learning</b><br/>(Thinking and Learning)</p> | <ul style="list-style-type: none"> <li>• Intensive support in one or more curriculum areas by TA/HLTA/LSA (LSA only for children with a Statement)</li> <li>• Structured program – based on Education Health Care Plan (EHCP)</li> <li>• Individually prepared materials in one or more curriculum areas</li> <li>• Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school. External Agencies involved:               <ul style="list-style-type: none"> <li>*ED Psych</li> <li>*CAMHS</li> <li>*Occupational Therapy</li> <li>*Counselling</li> <li>*Speech and language</li> <li>*Learning Support Team</li> </ul> </li> <li>• ICT to support presentation and reinforce learning keyboard skill, word processor</li> </ul> |

|  |   |
|--|---|
| <b>Emotional, Social and Behavioural</b> | <ul style="list-style-type: none"> <li>• Consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanctions. <ul style="list-style-type: none"> <li>*Behavioural support team – individual intervention</li> <li>*1:1 support and modelling</li> <li>*Behaviour programme e.g. anger management</li> </ul> </li> <li>• Training for staff supporting ASD children</li> <li>• Individual arrangements for Key Stage 1 Assessment tests</li> <li>• Additional planning and arrangements for transition (Year group to year group/school to school) – links with feeder schools in the area</li> <li>• Revised timetables/adapted curriculum</li> </ul>  |
| <b>Communication and Interaction</b>     | <ul style="list-style-type: none"> <li>• Advice/support from outside agencies to develop programmes, strategies and approaches in collaboration with school – Referral to the Educational Psychologist and to CAMHS</li> <li>• Give clear and concise instructions</li> <li>• Activities planned to take account of the child’s speech/language difficulties</li> <li>• Model appropriate language/responses</li> <li>• Games to improve language skills e.g. naming objects, memory games, I spy, Chinese whispers, shopping games</li> <li>• Effective use of adult in the classroom – TA/HLTA/LSA who liaise with class teachers.</li> <li>• Specific speaking and listening activities – e.g. circle times when teachers actively promote and encourage good listening and turn taking</li> <li>• Retelling familiar stories and talking about them – children sit in a circle – each person says one line of a familiar story, etc.</li> <li>• Support where needed in other areas of the curriculum</li> <li>• Direct teaching to develop verbal and non-verbal communication</li> <li>• Use visual cues to support meaning – Social Stories</li> <li>• Provide opportunities for role play</li> <li>• Use of ICT to record and support learning</li> </ul> |

Reviewed April 2016