



Wave One (Quality First Teaching)

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

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

Wave Two

Provision for some children	
Physical, Medical and Sensory	<ul style="list-style-type: none"> • Allowing extra time to complete tasks • Leaving lessons early to avoid congestion in the corridors • Monitoring safety in practical lessons and PE sessions/risk assessments • School Medical Care Plans • Professional Development accessed • Regular intervention sessions in small groups for fine and gross motor skills.
Cognition and Learning (Thinking and Learning)	<ul style="list-style-type: none"> • Consistently modified tasks- to take account of literacy/recording difficulties -by class teacher/HLTA/TA/LSA • Planned collaborative group/paired work • Provision of differentiated materials in all curriculum areas • Provide opportunities for reinforcement and consolidation – intervention groups/homework • Regular intervention sessions in small groups for Literacy/Numeracy/Reading/Key words/Phonics/Handwriting • ICT to support presentation skills/reinforcement of learning • Individual learning plans (Pathway Plans) • First Class @ Number • Phonic intervention
Emotional, Social and Behavioural	<ul style="list-style-type: none"> • Children’s self-monitoring of behaviour • Temporary change of location - remove to another area of school • Use of ‘time out’ • Appropriate curriculum to match needs of child • Teach strategies to manage feelings, friendships, relationships, conflict – use of Social Stories • Circle times to help social skills, turn taking • Advice from outside agencies e.g. Behaviour Support Team • Monitor during unstructured times – provide intervention strategies • Access to a trained ELSA for 1:1 nurturing and support

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>Physical, Medical and Sensory</p>	<ul style="list-style-type: none"> • Adapted materials for children with co-ordination difficulties • Advice and support from an Occupational Therapist / Physiotherapist • Advice and strategies for all staff • Access to specific resources • Minor modifications to buildings e.g. ramps/toilets/car parking • Training for staff where necessary to support individual needs
<p>Cognition and Learning (Thinking and Learning)</p>	<ul style="list-style-type: none"> • Intensive support in one or more curriculum areas by TA/HLTA/LSA (LSA only for children with an EHCP) • Structured program – based on targets in Education Health Care Plan (EHCP) • Individually prepared materials in one or more curriculum areas • 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"> *ED Psych *CAMHS *Occupational Therapy *Counselling *Speech and language *Learning Support Team • ICT to support presentation and reinforce learning keyboard skill, word processor

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

Reviewed April 2019