

Cognition and Learning

<p>WAVE 1</p> <p><i>High quality teaching (effective differentiation, deployment of adults, focus groups) and classroom environment</i></p>	<p>WAVE 2</p> <p><i>Intervention/effective differentiation</i> <i>Structured/short term/measurable</i></p>	<p>WAVE 3</p> <p><i>SEND Support</i></p>
<p>Clear, differentiated objectives which are 'child-friendly'. Key vocabulary displayed Visual cues: visual timetable, supportive images/worksheets Highly kinaesthetic learning opportunities: active punctuation, handwriting approaches, concrete resources. Resources available e.g. word mat, High Frequency Words, 100 square, concrete resources, coloured overlays for reading, finger pointers, reading trackers (personalised equipment) 'Learning Pack' as appropriate for individual students Variety of teaching/learning styles Instructions chunked – reduce load on working memory. TA support (small group) Guided Learning – teacher led Dyslexia-friendly strategies (see checklist) Careful seating plan Differentiated paired work/group work/independent/Learning Partners Opportunities for mixed ability working Following 'in-class' advice/recommendations from individual assessments (e.g. SENSS, Speech Language and Communication Needs, Behaviour Support Service, Educational Psychology, Children & Adolescent Mental health team) Opportunities to over-learn/repetition Use of ICT – Dictaphones/speech recorders, laptops, Smartboard. Alternative methods of recording – use of ICT Child-initiated learning opportunities Individual workstations where space available Start and Finish trays 'Go To' tray for individuals who need an alternative learning task at any given moment – choices around learning. Clear expectations for all</p>	<p>Combination of Wave 1 & Wave 2 strategies</p> <p>Spelling group: High Frequency Word groups, Nessy spelling programme (ICT)</p> <p>Structured Reading Schemes: Rapid Readers, Accelerated Reader</p> <p>Handwriting group: Brain Gym, touch typing Learn to move group</p> <p>Pre-tutoring of vocabulary</p> <p>Pre-teaching (sharing key text ahead of lesson, for example)</p> <p>Catch up intervention for those not at ARE: Maths Reading Writing/SpaG</p>	<p>Combination of Wave 1, 2 & 3 strategies</p> <p>Specialist support and assessments</p> <p>Pre-tutoring</p> <p>SEE One Page Profiles (OPP)</p> <p>Small group daily alternative provision</p>



Communication & Interaction

WAVE 1 <i>High quality teaching (effective differentiation, deployment of adults, focus groups) and classroom environment</i>	WAVE 2 <i>Intervention/effective differentiation Structured/short term/measurable</i>	WAVE 3 <i>SEND Support</i>
<p>Positive models of speaking and listening Phonics work. Active listening encouraged and modelled. Under advice: re-modelling of accurate speech, as appropriate. Re-iterating/chunking/reducing instructional load. Recording information given orally on m/whiteboards and main board to reinforce understanding of language. Following in- class advice from Speech & Language Service Awareness of children who need support Talking partners Show & Tell opportunities Access to resources from SENDCo 'Talk Time' Comic Strip Conversations</p>	<p>Combination of Wave 1 & Wave 2 strategies Vocabulary group – pre-tutoring vocabulary for the week.</p> <p>Nurture Group</p> <p>ELSA Group</p> <p>Forest School</p>	<p>Combination of Wave 1, 2 & 3 strategies Individualised speech and language programme (Planned by speech & language therapist).</p> <p>Specialist support</p> <p>Pre-tutoring of vocabulary SEE OPP</p> <p>Small group daily alternative provision</p>



Social, emotional and mental health difficulties

WAVE 1 <i>High quality teaching (effective differentiation, deployment of adults, focus groups) and classroom environment</i>	WAVE 2 <i>Intervention/effective differentiation Structured/short term/measurable</i>	WAVE 3 <i>SEND Support</i>
<p>Whole school reward systems e.g. house points, token jars</p> <p>Behaviour management system</p> <p>Jigsaw Time (PSHE Curriculum)</p> <p>Time to discuss any social issues</p> <p>Explicit modelling of positive social behaviours</p> <p>Drama</p> <p>Social stories</p> <p>Language of choice</p> <p>Rights Respecting charter</p> <p>Choices always given and the taking of responsibility for decisions encouraged.</p> <p>'Get out with dignity' approaches</p> <p>Following in-class advice from Behaviour Support Specialists</p> <p>Language of emotion modelled and used regularly in class – emotions Chart for direct reference in classrooms</p> <p>Clearly structured routines and expectations</p> <p>Visual cues/reinforcement</p> <p>Explanations of decisions/changes which are clear and unambiguous</p> <p>Consistent approach</p> <p>Safe spaces</p> <p>Worry Box</p> <p>Visual timetable</p> <p>Traffic light system to communicate - "I need space" for example.</p> <p>Now & Next boards</p> <p>Individual work stations where space available</p> <p>Start and Finish trays</p>	<p>ELSA groups: Self-esteem, anger management, social skills, team work.</p> <p>Structured play opportunities</p> <p>Individual reward system</p> <p>Individual emotions chart/scale</p> <p>Short group (1:3) programme of support with ELSA.</p>	<p>1:1 Individualised, programme to target specific development issues.</p> <p>Specialist support (CAMHs, Paediatrics).</p> <p>1:1 time ELSA support</p> <p>Behaviour Management Plan (BMP)</p> <p>Development of scripts</p> <p>Individual 'safe' space</p> <p>SEE OPP/BMP</p> <p>Alternative provision</p> <p>Attachment/Trauma/Resilience Plan with Team Around Child</p> <p>STEPS program: Anxiety mapping and risk assessments</p>



Sensory and/or physical needs

WAVE 1 <i>High quality teaching (effective differentiation, deployment of adults, focus groups) and classroom environment</i>	WAVE 2 <i>Intervention/effective differentiation Structured/short term/measurable</i>	WAVE 3 <i>SEND Support</i>
<p>Postural control wedges/wobble cushion. Specialist writing equipment e.g. triangular pencils, pens Regular PE opportunities/gross motor opportunities/differentiated Sloped writing board Writing guidelines/colour-coded guidelines Brain gym Regular opportunities to develop fine motor skills e.g. cutting, mazes, tracing in sand, tracing pictures, pegging things, tweezers. Drama – regular movement opportunities Motor skill awareness Weighted equipment (provided by parents/services), e.g. blankets, belts Sensory Time (with specialist equipment/sensory light box). 'Fiddle' equipment</p>	<p>'Learn to Move, Move to Learn' programme</p> <p>Sensory circuits</p> <p>Handwriting group</p> <p>Following in class advice from OT/Physio</p> <p>All class staff aware of a child's perceptual difficulties and how they impact upon movement and ability in perceiving the environment accurately.</p> <p>Sensory differences can also impact on social understanding/development – class staff aware of these implications.</p>	<p>Individualised OT/Physio programme.</p> <p>External specialist support.</p> <p>Motor skill development session with TA</p> <p>Alternative provision</p>