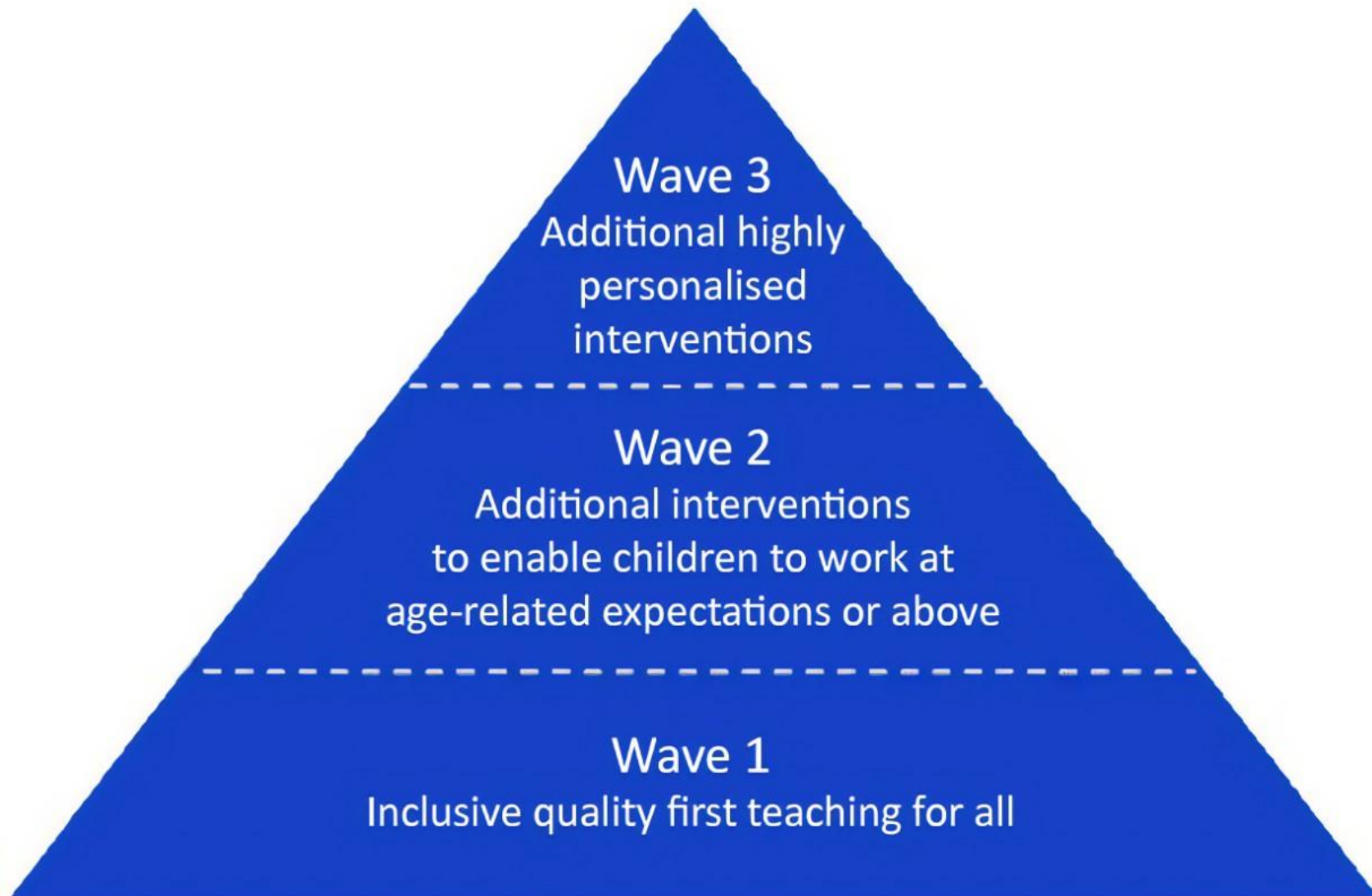


# Waves of Intervention Model



Cognition and Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Inclusive Quality First Teaching</li> <li>• Differentiated curriculum planning, multi-sensory activities, delivery and outcome</li> <li>• In-class TA support</li> <li>• In-class targeted teacher support</li> <li>• Increased visual aids / modelling etc</li> <li>• Visual timetables</li> <li>• Appropriate dictionaries</li> <li>• Use of writing frames</li> <li>• Access to ICT to support learning and presentation</li> <li>• Access to whole school homework clubs</li> <li>• Modified curriculum pathways</li> <li>• Homework support</li> <li>• Literacy/Vocabulary Mats across the curriculum</li> <li>• SEN Teacher Toolkits – Dyslexia and MLD</li> <li>• External/Internal Enrichment activities</li> <li>• Whole School /Staff INSET</li> <li>• Spiritual, Moral, Social, Cultural Focus</li> <li>• Parent Evenings</li> <li>• Extra-curricular clubs</li> <li>• Lunch time clubs</li> <li>• Transition Process</li> <li>• Individual Development Programme for Staff and support for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA and TAs</li> <li>• Focussed strategies for groups/classes</li> <li>• Catch up programmes – Literacy and numeracy</li> <li>• Booster lessons</li> <li>• In class group support from TA</li> <li>• Reduced/ increasingly individualised timetable</li> <li>• Guided reading within lessons</li> <li>• ICT support for keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Exam Access Arrangements</li> <li>• Advice from EPS/ ATS/Specialist teacher/Speech and Language</li> <li>• Homework club</li> <li>• External Agency Support – Educational Psychologist, Specialist Teaching Services</li> <li>• Pathways Advisors for transition</li> </ul>

Communication and Interaction		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Inclusive Quality First Teaching</li> <li>• Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards</li> <li>• Use of symbols</li> <li>• Structured school and classroom routines</li> <li>• Differentiated curriculum delivery e.g. simplified language or minimal use of language</li> <li>• Differentiated outputs e.g. cartoon strips instead of written prose, cloze exercises</li> <li>• Certificates home</li> <li>• Assemblies reinforcing school ethos</li> <li>• School Council</li> <li>• House system – academic, social and sporting achievements</li> <li>• After school clubs – sporting, academic, creative and social</li> <li>• Staff modelling and reinforcing appropriate behaviour</li> <li>• Social Stories</li> <li>• Staff CPD</li> <li>• Collaborative approach with staff – advice, observations, programmes</li> <li>• Awareness by all staff of particular needs</li> <li>• Inclusive Development Programme for Staff INSET/Training for staff – Nurture approaches</li> <li>• Provide Teacher Toolkits and monitor their use and impact</li> <li>• Transition Process</li> </ul>	<ul style="list-style-type: none"> <li>• In class support with focus on supporting speech and language</li> <li>• ICT – E.G. Clicker/ Quick Qwerty</li> <li>• Access to Communication and Interaction specialists for:</li> <li>• Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills</li> <li>• Effective use of collaborative group work</li> <li>• Groups chosen sensitively to take account of and include mixed abilities and strengths of personality.</li> <li>• Social Communication Programme</li> <li>• Multi-sensory activities to take account of Speech and Language /ASD associated difficulties</li> <li>• Circle Time, Speaking and Listening, Picture News</li> <li>• Checking out understanding of text by encouraging pupil re-tell/re-phrase story/text</li> <li>• Pupils 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</li> <li>• Support where needed in other areas of the curriculum</li> <li>• Safe environment provided for vulnerable students</li> <li>• Opportunities for Role play/developing their vocabulary</li> <li>• Social skills/lunch club</li> </ul>	<ul style="list-style-type: none"> <li>• Access to Communication and for individual work on:</li> <li>• Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills</li> <li>• Retelling familiar stories and talking about them</li> <li>• Social Communication Programme</li> <li>• Multi-sensory activities to take account of Speech and Language /ASD associated difficulties</li> <li>• Direct teaching to develop verbal and non-verbal communications</li> <li>• Use of visual cues to support meaning – social stories and comic strips</li> <li>• Speech and Language support / advice</li> <li>• Visual organiser/timetables</li> <li>• Use of ICT to record and support within the learning</li> <li>• Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school</li> <li>• Referral to Speech, Language and Communication Therapists, Educational Psychologist and to Trailblazers mental health team/CYPS</li> </ul>

Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive Quality First Teaching</li> <li><input type="checkbox"/> Use of Jigsaw PSHE programme</li> <li><input type="checkbox"/> Whole school and class reward systems promoting positive learning behaviour, reward points and certificates</li> <li><input type="checkbox"/> Whole school/Class rules</li> <li><input type="checkbox"/> Whole school policy for behaviour management with graduated response linked to Waves of provision</li> <li><input type="checkbox"/> Break supervision to help manage free/unstructured time</li> <li><input type="checkbox"/> Student timetables</li> <li><input type="checkbox"/> Whole school INSET for behaviour policy</li> <li><input type="checkbox"/> Behaviour management techniques/policy circulated to all staff</li> <li><input type="checkbox"/> One Page Profiles Plans</li> <li><input type="checkbox"/> In house Behaviour Management linked to new behaviour policy</li> <li><input type="checkbox"/> Training for all Support staff focussing on SEN Issues</li> <li><input type="checkbox"/> Class teacher communication with home</li> <li><input type="checkbox"/> Transition Process</li> <li><input type="checkbox"/> Liaison with school FSW</li> <li><input type="checkbox"/> Extra-Curricular Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary change of work location. Removal to another classroom to allow refocus</li> <li>• Use of time out. Teaching anger management and calming techniques</li> <li>• Appropriate curriculum to match needs. Suggested Classroom strategies. Whole class strategies and advice to teachers</li> <li>• Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self- awareness, relationships, conflict resolution.</li> <li>• Monitoring during unstructured times – Lunch times etc.</li> <li>• Classroom support Assistant, focused support when choosing options</li> <li>• Information and strategies shared with staff via My Concern</li> <li>• FSW – includes pupils with difficult home circumstances</li> <li>• Designated Teacher for Children In Care</li> <li>• Range of Interventions:</li> <li>• 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.</li> <li>• Trailblazers or school nurse referral – mental health issue</li> <li>• Play therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil’s self-monitoring of behaviour. Student personal strategies, personal targets set at reviews</li> <li>• 1:1 support for social skills</li> <li>• Individual counselling TIC+ or Trailblazers</li> <li>• Individual support or mentoring - FSW</li> <li>• Individual reward system</li> <li>• Social skills training</li> <li>• Emotional Resilience</li> <li>• Anger management</li> <li>• Re-integration programme</li> <li>• Student Attendance managed by HT</li> <li>• Advice from EP / Specialist teacher</li> <li>• Personalised Timetables</li> <li>• One Page Profile Plans (1PP)</li> <li>• Time-out</li> <li>• Parent Meetings</li> <li>• Individual Student Support Plans</li> <li>• Education Welfare Officer</li> <li>• Home School Link Worker</li> <li>• CAMHS linked to Trailblazers</li> </ul>

Sensory and Physical		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Seating Plans</li> <li>• Staff aware of implications of physical impairment</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• Seat wedges etc.</li> <li>• Weighted lap belts or wrist bands</li> <li>• Noise cancellers/ear defenders</li> <li>• Brain breaks</li> <li>• Improved accessibility of building</li> <li>• Coloured Paper/overlays/books</li> <li>• Use of touch typing</li> <li>• Dictation devices</li> <li>• Large print</li> <li>• Audio Books</li> <li>• Awareness of background noise</li> <li>• Use of Insight to regularly update staff</li> <li>• Teacher Toolkits</li> <li>• Liaison with SENDco</li> <li>• Modifications to buildings e.g. ramps</li> <li>• Peer group awareness through PSHE</li> <li>• Liaison with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Additional keyboard skills training</li> <li>• Additional fine motor skills practice</li> <li>• In class support for supporting access, safety</li> <li>• Handwriting practice</li> <li>• Extra time to complete tasks</li> <li>• TA Support</li> <li>• Liaison with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Difficulties or Medical Conditions</li> <li>• External Agency Involvement – Sensory Support Hearing and Vision, Range of hospitals and medical staff</li> <li>• Adapting materials for pupils with co-ordination difficulties</li> <li>• Advice and/or support from an Occupational Therapist</li> <li>• Access to technical aids or supplementary facilities</li> <li>• Advice &amp; strategies for all staff.</li> <li>• Individual support in class during appropriate subjects e.g. PE and lunch time</li> <li>• Signage</li> <li>• INSET for Staff</li> <li>• Teacher Toolkits</li> <li>• Early assessment for SATs Concessions</li> <li>• Liaison with parents</li> </ul>

