

| Area of need | Wave 1 – Quality First Teaching | Wave 2– catch-up | Wave 3 – SEND interventions |
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| *Cognition and learning**We have trialled “creative cognitive challenges” to enhance problem solving and team building. It also focuses on how to think of what questions to ask to help enhance problem solving skills.*  | * Differentiated curriculum
* Visual aids,
* Adult modelling
* Visual timetable
* High quality resources for hands/ concrete learning..
* Use of ICT
* Adults using a range of teaching strategies to incorporate different learning styles.
* Adults aware of the different backgrounds/ needs of the children they are teaching.
* Numicon.Cuisenaire. Word banks. Topic words.

  | * In-class support from TA
* Additional time and support from class teacher.
* Individual or small group Task Plans.
* Mind Maps using semantics and syntax coloured areas.
* Coloured backgrounds and text colour.
* Extra 1:1 daily/starred reading
* Reactive Interventions based on KEEP-UP not CATCH-UP.
* Working with parents, so that they can support the learning at home.
 | * 1:1 Phonics.
* Numicon
* Extra 1:1 phonics and reading support
* Specialist resources if recommended by external agencies.
* Auditory Processing Activities
* Now/Next/Then with tailor made Next activities.
* Individual work spaces.
* Nessy typing skills
* Reading recovery on a 1:1 basis
* Dyslexia support on a 1:1 basis.
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| *Communication and interaction**2 Members of staff have undertaken Elklan training for “Supporting Language and Learning for 5-11s”* | * Differentiated curriculum
* Visual aids, modelling
* Use of symbols
* Structured class and school routines
* Show and Tell
* Read to others
* Guided reading
* Talk partners
* Celebration assembly
* Use of singing and poetry as aide memoires.
 | * Now/Next boards
* Carroll Boxes
* Sand timers
* Visual prompt cards

Language acquisition 1:1 or group work using Elklan training to support with various strategies, for example mind-mapping or Task plans.* Listening skills intervention 1:1 or small group (Currently one focus child in Yr 1)
 | * Speech and Language input for a range of needs including auditory processing.
* Autism support input
* Use of Blank Level Questioning.
* Adjustment of timetable to enable group work, 1:1 support
* Interaction with an external agency.
* “Reporter of the Day” activity for ASD pupil to engage with one different child daily to enhance communication and social interaction.
* Keyboard skills using Widgett.

The school work closely with external agencies to support children with SAL needs.  |
| Social, emotional and mental health difficultiesTAs CPD in nurture based activities.  | * School Behaviour Policy
* School and class rules
* Class reward system
* House point system
* Weekly Circle Time
* Celebration assemblies.
* A value thought for each month with “Insect” awards.
* Key workers in EYFS
* Talk partners
* Year 4 Buddies for Year 1.
* Playtime/lunchtime helpers
* Monitors/rotas for helpers.
 | * Ginger Bear Social Groups
* As well as “Social Stories”
* Small circle time where appropriate
* Buddy reading
* Friendship bench
* Eco committee and School Council
* Buddy playtime support helpers.
 | * Individual reward systems
* Home-school contact books when required, or Zoom meetings if preferred.
* Regular meetings with parents to ensure continuity between home and school.
* Making parents aware of any external support that they might find helpful. Including Independent advice for children with SEND.
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| Sensory and physical2 TAS have recently undertaken Sensory Training. | * Flexible teaching arrangements
* Staff aware of implications of physical impairment
* Pencil grips/pencil type
* Wake-up – shake up Boogie break 7
* Different learning strategies
* Furniture size
* Use of various fine motor skill based activities.
 | * Access to sand/water/malleable material
* Additional handwriting practice
* Resources tailored to suit individual learning, for example pencil grips, writing slopes, calming and soothing weighted jackets for children with ADHD or Autism.
* Fiddle/Sensory aids.
* We also work closely with external agencies and react to their suggestions for aids to help support learning for certain pupils.
 | * Individual support in class during PE and changeover periods
* Support in toileting Wobble boards.
* Carroll Box
* Weighted/relax jacket
* Sensory Circuits undertaken daily.
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