

| 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. |
| *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 difficulties  TAs 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. |
| Sensory and physical  2 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. |