



'You are the light of the world.'

## Waves of Intervention

### SEND Support

This document outlines the provision that we offer for all children at St Anne's CE Primary and Nursery School 2021 -2022

Area of Need	Wave one (Universal Provision) <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	Wave two (in addition to universal provision) <b>Targeted intervention and support for <u>SOME</u> learners</b>	Wave three (in addition to universal provision and targeted intervention) <b>Specialist support for a <u>FEW</u> learners</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Modelled speech/language</li> <li>• Modelled interaction</li> <li>• Targeted questioning</li> <li>• Talking partners</li> <li>• Group work</li> <li>• Whole class circle time</li> <li>• Class visual aids and prompts</li> <li>• Visual timetables</li> <li>• Key words/word banks</li> <li>• Sequencing activities</li> <li>• Additional processing time</li> <li>• Simplified Language</li> <li>• A range of questions used so children develop and give better answers</li> <li>• Opportunities for individual, pair, group or whole class working</li> <li>• Regular communication through informal and formal meetings, e.g. Parent's Evening</li> <li>• Class and special assemblies</li> <li>• Role play and drama</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary (Word Aware)</li> <li>• Visual cues</li> <li>• Early years Speech and language programme for Reception (Language Link)</li> <li>• Nurture group (ELSA resources)</li> <li>• Semantic links programme</li> <li>• Now and Next boards</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT), Complex Communication Needs (CCN), Educational Psychologist (EP)</li> <li>• Individual Provision Map (IPM) written half termly; shared with parents termly</li> <li>• Individual visual timetables</li> <li>• Individual visual communication system</li> <li>• Targeted work from Speech and Language Therapy</li> <li>• Time to Talk (Reception)</li> <li>• Language For Thinking resources</li> <li>• Talkabout resource</li> <li>• Black Sheep Press resources</li> <li>• Comic Strip Conversations</li> <li>• Social Stories</li> <li>• Signalong/Makaton</li> </ul>

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<p><b>Cognition &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Pitched questioning</li> <li>• Modelling of skills</li> <li>• High expectations</li> <li>• 1:1 and group reading</li> <li>• Dictionaries</li> <li>• Word mats</li> <li>• ICT to support learning</li> <li>• Writing frames</li> <li>• Numicon</li> <li>• Learning displays</li> <li>• Challenge tasks</li> <li>• Different learning styles are adopted</li> <li>• Strategies for ASD, ADHD, SpLD (e.g. Dyslexia Friendly Classroom)</li> <li>• Learning objectives clearly communicated</li> <li>• Next steps in marking</li> <li>• All children's progress and attainment is assessed and tracked throughout the year</li> <li>• Individual target setting for maths, reading and writing</li> <li>• In-class targeted teacher support</li> <li>• In-class Teaching Assistant support within class teaching (small group or individual)</li> <li>• Read, Write Inc. structured Phonics programme</li> <li>• Collaborative and self-assessment</li> <li>• Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>• Regular communication through informal and formal meetings, e.g. Parent's Evening</li> </ul>	<ul style="list-style-type: none"> <li>• In-class additional targeted teacher support</li> <li>• In-class additional TA support within class teaching (small group or individual)</li> <li>• Pre-teaching of vocabulary and concepts (Word Aware)</li> <li>• Opportunities for over learning e.g. Precision Teaching</li> <li>• Task boards to break down tasks into manageable chunks</li> <li>• Additional use of visual and practical resources</li> <li>• ICT software – Clicker 5</li> <li>• Dyslexia Pathway</li> <li>• Additional intervention(s) discussed at pupil progress meetings to address lack of progress/barriers to learning</li> <li>• Consultation with Maths Co-ordinator, Read Write Inc. Co-ordinator, English Co-ordinator &amp; Pupil Premium Co-ordinator to determine intervention / level needed</li> <li>• Targets set and outcomes agreed at pupil progress meetings with SLT, class teacher and TA providing intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: Learning Support Team (LST), Educational Psychologist (EP)</li> <li>• Individual Provision Map (IPM) written half termly; shared with parents termly</li> <li>• Specialist TA led interventions (1:1 or small group support)</li> <li>• Use of adapted and/or specialist equipment</li> <li>• Toe by Toe</li> <li>• Snip</li> <li>• Rapid Read</li> <li>• Memory games</li> <li>• Fernald Kinaesthetic</li> <li>• Phonics catch-up</li> <li>• ICT software</li> </ul>
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<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• School Values</li> <li>• School and class rules</li> <li>• Reward systems</li> <li>• House point system</li> <li>• Praise</li> <li>• Sanctions</li> <li>• Time out - Calming room/areas are provided for children that require them</li> <li>• Timers and stress relievers</li> <li>• Blu Tack for fiddling</li> <li>• Differentiated curriculum planning</li> <li>• PSHE planned lessons</li> <li>• Whole school assemblies</li> <li>• Visual timetable</li> <li>• Emotional/social/mindfulness resources</li> <li>• Play leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward system and behaviour logs</li> <li>• Additional support at playtime</li> <li>• Prompt and reminder cards</li> <li>• Time out areas</li> <li>• Nurture group (referral to Treehouse)</li> <li>• Use of ELSA Toolkit</li> <li>• Social skills ELSA programme</li> <li>• Self-esteem ELSA programme</li> <li>• Friendship ELSA programme</li> <li>• Emotional management ELSA programme</li> <li>• Bereavement ELSA programme</li> <li>• Mindfulness ELSA programme</li> <li>• Nurture room – Tree House support small group work</li> <li>• Lunch time support developing positive eating</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT), Complex Communication Needs (CCN), Educational Psychologist (EP), Child and Mental Health Service (CAMHS)</li> <li>• The Beacon Pupil Referral Unit</li> <li>• Family Support Worker</li> <li>• School Nurse</li> <li>• Individual Provision Map (IPM) written half termly; shared with parents termly</li> <li>• Interventions led by TA (1:1 or group)</li> <li>• Nurture room - Tree House 1:1 or group support</li> <li>• 1:1 check in on the playground and during the day</li> <li>• Individual working station</li> <li>• Time to Talk (Reception)</li> <li>• Talkabout resources</li> <li>• Language For Thinking resource</li> <li>• Social Stories</li> <li>• Comic Strip Conversations</li> <li>• Pastoral Support Plan</li> </ul>

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Sensory/ Physical/Medical	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Adaptations to the classroom (when appropriate)</li> <li>• Fine motor skills activities such as: peg boards, putty, cutting, etc.</li> <li>• Additional movement breaks</li> <li>• School building is accessible for all</li> <li>• Bathroom management</li> <li>• Age appropriate furniture and environments</li> <li>• Visual prompts, pictures and ICT to aid learning</li> <li>• High quality resources are readily available and organised to enable independence</li> <li>• Seating plans or group tables are used</li> <li>• Lesson organised to maximise active learning, provide time for concentration, discussion, thinking, reflecting and questioning</li> <li>• Outdoor learning opportunities</li> <li>• Whole staff training for First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Sloping boards</li> <li>• Pencil grips</li> <li>• Crocodile rulers</li> <li>• Spring loaded scissors</li> <li>• Coloured overlays</li> <li>• Smart Moves programme</li> <li>• Dough disco</li> <li>• Write Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside agencies: School Nurse, GP, Paediatrician, Occupational Therapist (OT), Physiotherapy, Physical Development Outreach, Educational Psychologist (EP), Complex Communication Needs (CCN), Hearing/Visual Impairment Team (HI/VI)</li> <li>• Individual Provision Map (IPM) written half termly; shared with parents termly</li> <li>• Personalised, specialist equipment</li> <li>• Laptops</li> <li>• BBC Dance Mat Typing</li> <li>• Clicker 5</li> <li>• Audio story cards</li> <li>• Lap weights/wrist supports</li> <li>• Adapted cutlery</li> <li>• Jimbo Fun programme</li> <li>• Wobble cushion</li> <li>• Health Care Plan/Risk Assessment/Medical Pupil Passport in place</li> <li>• Whole staff training for emergency treatment e.g. EpiPen use</li> <li>• Training for named staff for administration of medication. For example – insulin</li> </ul>