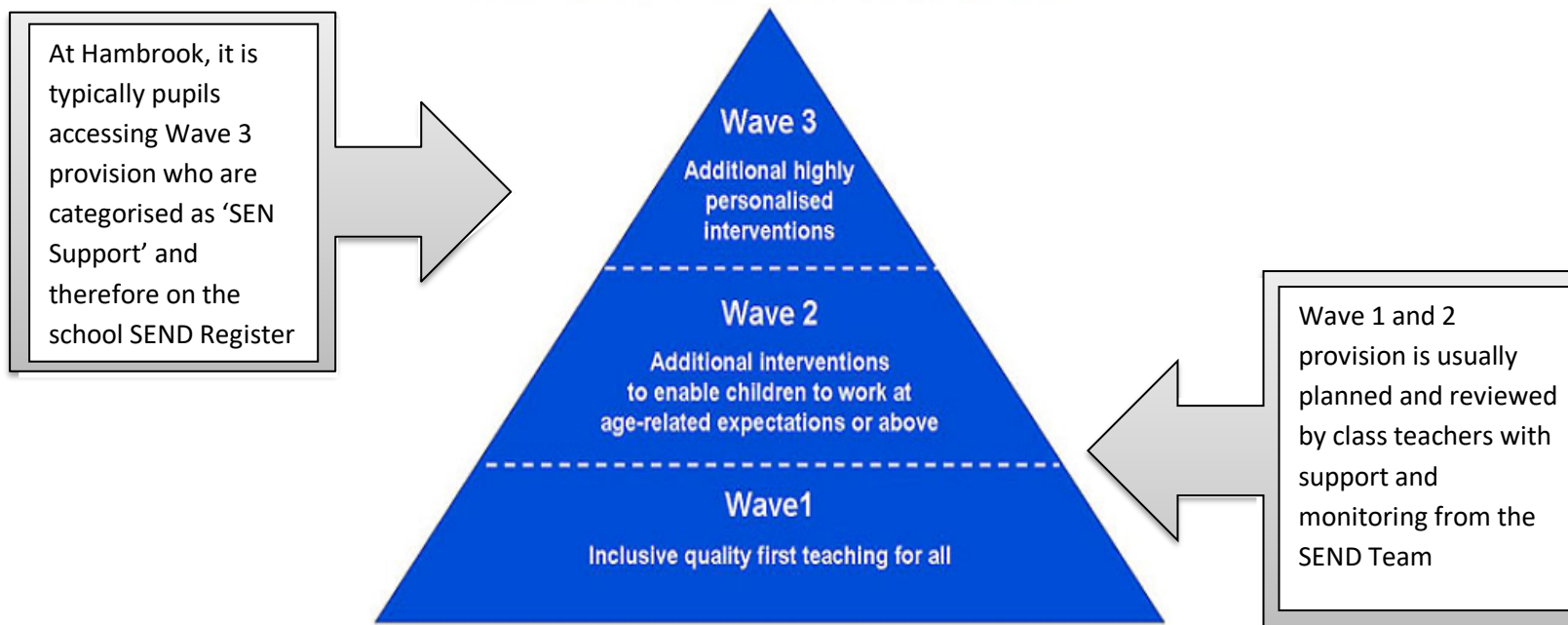


Waves of Intervention Model



Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.



Each wave is broken down into Four Broad Areas of Need:

Communication and Interaction	Cognition and learning
<ul style="list-style-type: none"> • Has difficulties in communicating with others • Can range between speaking, listening, attention and social interaction difficulties • They can have difficulty with one particular area of C&L or face difficulties in a range of areas. • Children on AS (Autistic spectrum) usually present difficulties with social interaction, language, communication, imagination and relating to others. 	<ul style="list-style-type: none"> • Children learn at a different pace than their peers even with appropriate differentiation. • Children have different levels of learning difficulty including moderate learning difficulty (MLD), severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD). • Children can also have specific learning difficulties which will affect one or more aspects of learning (SpLD) i.e. dyslexia
Social, Emotional and Mental Health	Sensory and/or physical needs
<ul style="list-style-type: none"> • These difficulties can manifest in different ways i.e. showing challenging behaviour • These behaviours can reflect underlying mental health difficulties such as anxiety • Children may have disorders such as attention deficit disorder or attachment disorder • Clear processes should be in place to support children in managing their feelings and behaviour 	<ul style="list-style-type: none"> • A disability can prevent or hinder a child's access to the play and educational facilities provided. • These can be age related and may fluctuate over time. • Disabilities include visual impairment, hearing impairment or a multi-sensory impairment and specialist support may be required to support their learning.

The table below gives some examples of provision linked the areas of need and waves of intervention. This list is not exhaustive as we are continually developing our practice to reflect the needs of the pupils in our school. There may also be some overlap between the area of need targeted e.g. an intervention may target both language development and social skills.

Cognition and Learning

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Pitched questioning</p> <p>Modelling of skills</p> <p>High expectations</p> <p>Success criteria</p> <p>1:1 and group reading</p> <p>Guided writing</p> <p>Visual dictionaries</p> <p>Word mats</p> <p>ICT to support learning</p> <p>Writing frames</p> <p>Numicon & other maths manipulatives</p> <p>Learning displays</p> <p>Challenge tasks</p> <p>Support from Teaching Assistant</p> <p>Different learning styles are adopted</p> <p>Strategies for Specific Learning Disorders e.g. Dyslexia (SpLD)</p> <p>Constructive feedback in line with school marking policy</p> <p>All children's progress and attainment is assessed and tracked throughout the year</p>	<p>Small group targeted maths</p> <p>Small group targeted writing</p> <p>SPaG group(Spelling,Punctuation and Grammar)</p> <p>Paired Reading</p> <p>Project Code (KS1 & KS2 reading & comprehension)</p> <p>Letters and Sounds Phonics (in phases)</p> <p>Nessy Programme</p> <p>Resources to enable access to learning e.g. Task boards to break down tasks into manageable chunks, Now & Next, scaffolds, learning mats</p> <p>Precision Teaching</p> <p>Pre-teaching of vocabulary</p> <p>Talk Boost (KS1 language & comprehension)</p> <p>Inference Training</p>	<p>Intense (1:1) support in core and foundation subjects</p> <p>1:1 Early morning maths</p> <p>1:1 Early morning reading</p> <p>1:1 Early morning spelling</p> <p>Support from Educational Psychology (EP)</p> <p>Toe by Toe Programme</p> <p>Individual Education Plan (IEP) and/or Pupil Passport</p>

Communication and Interaction

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Modelled speech/language</p> <p>Modelled Interaction</p> <p>Targeted questioning</p> <p>Talking partners</p> <p>Group work</p> <p>Whole class circle time</p> <p>Class visual aids and prompts</p> <p>Visual timetables</p> <p>Key words/word banks</p> <p>Drama activities</p> <p>Sequencing activities</p> <p>Additional processing time</p> <p>Simplified Language</p> <p>Opportunities for individual, pair, group or whole class working</p> <p>Regular communication through informal and formal meetings eg.parent's evening</p> <p>Class and special assemblies</p> <p>Role play and Drama</p>	<p>Pre-teaching of vocabulary</p> <p>Talk Boost (KS1 language & comprehension)</p> <p>Small group speaking & listening sessions</p> <p>Resources to support language skills e.g word mats</p> <p>CONNECT -Nurture group</p> <p>Lego Therapy</p>	<p>Individual visual timetables</p> <p>Individual visual communication system</p> <p>Makaton</p> <p>Targeted work from Speech and Language Therapy</p> <p>Advice from Inclusion Services</p> <p>Black Sheep Press (Speech & language support)</p> <p>Autism Education Trust (AET) resources</p> <p>Pupil Passport and/or Individual Education Plan (IEP)</p>

Sensory and/or Physical

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Adaptions to the classroom (when appropriate)</p> <p>Fine motor skill activities such as: peg boards, putty, cutting, finger exercises</p> <p>Additional movement breaks</p> <p>School building is accessible for all</p> <p>Classrooms have age appropriate furniture and environments</p> <p>Visual prompts, pictures and ICT used appropriately to aid learning</p> <p>High quality resources are readily available, organised to enable independence</p> <p>Seating plans or group tables are used</p> <p>Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</p> <p>Outdoor learning opportunities</p>	<p>Use of specialist equipment</p> <p>Pencil grips</p> <p>Coloured overlays</p> <p>Lap weights</p> <p>Sloping boards for desks</p> <p>Adapted cutlery</p> <p>Fidget kits</p> <p>Large keyboard for computer work</p> <p>Small group handwriting/fine motor skills support</p> <p>Smart Moves</p> <p>Small group fine motor/handwriting support e.g Handwriting without Tears</p>	<p>Individual work station</p> <p>Social stories</p> <p>Comic Strip Conversations</p> <p>Targeted work from Health and Inclusion Services e.g. Occupational Therapy, Physiotherapy, School Nurse Team</p> <p>Individual support with self-care where appropriate</p> <p>ICT program to develop keyboard skills</p> <p>Write From the Start-Hand-activities to help eye co-ordination</p> <p>Sensory Circuits</p> <p>Learning breaks & sensory diet</p> <p>Individual fine motor programmes</p> <p>Autism Education Trust (AET) resources</p> <p>Pupil Passport and/or Individual Education Plan (IEP)</p>

Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
<p>Differentiated curriculum planning</p> <p>Whole school behaviour policy</p> <p>School & class rules</p> <p>PSHE planned lessons (Jigsaw)</p> <p>Whole school assemblies</p> <p>Class circle time</p> <p>Talking partners</p> <p>Class visual timetable</p> <p>Golden time</p> <p>Visual reward systems (Class Dojo)</p> <p>Time out</p> <p>Timers & stress relievers</p> <p>Emotion/social resources</p> <p>Positive touch</p> <p>Praise and high expectations</p> <p>Whole class behaviour charts</p> <p>Certificates</p> <p>Class Monitors, School council</p> <p>Fiddle objects</p>	<p>Transition support</p> <p>Time to talk programme</p> <p>Small group support at playtimes</p> <p>Small group social skills and games</p> <p>Now & Next visuals/language to engage and motivate</p> <p>CONNECT Nurture group (social skills & self-esteem)</p> <p>Lego Therapy</p>	<p>1:1 Emotional Literacy Programme (ELSA)</p> <p>Social Stories</p> <p>Comic Strip Conversations</p> <p>Counselling</p> <p>Individual work station</p> <p>Personalised behaviour management and reward system</p> <p>Targeted support & advice from –Inclusion Services CAMHS, Educational Psychology, Social Services</p> <p>Circle of Friends</p> <p>Autism Education Trust (AET) resources</p> <p>Support during unstructured time e.g. lunchtimes, playtimes</p> <p>Zones of Regulation</p> <p>Key person (1-1 emotional support) & Meet & Greets</p> <p>Pupil Passport</p> <p>Enhanced transition support</p>