



WAVES OF INTERVENTION

Area of Need	WAVE 1 (QFT)	WAVE 2 (Catch-Up and/or CFC)	WAVE 3 (SEN)
	<i>The effective inclusion of all children in high quality learning and teaching i.e. Classroom- based interventions.</i>	<i>Provision can be seen as school-based interventions i.e. small group, time-limited provision.</i>	<i>Provision can be seen as external specialised intervention and/or highly targeted school-based interventions. ie additional highly personalised interventions.</i>
Cognition and Learning	High levels of challenge and expectations. Formative assessment/effective feedback Differentiated curriculum planning, activities, delivery and outcome. In class TA support. Increased visual aids/modelling. Visual timetable. Access to ICT. Word mats/dictionaries. Writing frames. Peer buddies. Encouraging independence. Spell checker. Concrete resources.	Headstart Maths Headstart Reading Inference Reading Training Phonics Group Success At Arithmetic Grammar Group. Arithmetic Group. Lexplore - Reading Fluency Spelling groups Power of 2 – maths 5 min Literacy/Numeracy Box Handwriting intervention group Coloured overlays. Daily/1:1 reading. In class targeted TA/T support. Pre-Teaching. School-led tuition.	Individual targets and strategies outlined in EHCPs. Individual targets and strategies outlined in SALT plans 1:1 support. Concessions with SATs/assessments. Support from Educational Psychologist Additional support with transition. eg. Extra visits Individual targets and strategies outlined in SALT plans. Small Steps Reading. Small Steps Writing. Small Steps Maths.
Communication and Interaction	High levels of challenge and expectations. Formative assessment/effective feedback	In class targeted TA/T support with focus on supporting speech and language. Language for Thinking.	Individual targets and strategies outlined in EHCPs. Advice from Speech and Language Therapist.

	Differentiated curriculum planning, activities, delivery and outcome. In class TA support. Differentiated questioning/modelling/explaining. Simplified language, key words. Increased visual aids. Visual timetables. Structured school and class routines – School Rules Encouraging independence.	Attention and Listening. Increased visual aids. ELSA. Social Stories.	Individual targets and strategies outlined in SALT plans. Lego Therapy 1:1 support. Specialist TA for interventions. Support from Educational Psychologist. Friendship Formula. Conversations and Feelings. Additional support with transition. eg. Extra visits
Emotional, Social and Mental Health	High levels of challenge and expectations. Formative assessment/effective feedback. Whole school Behaviour Policy. Whole school rewards and sanctions. Lunchtime/after school clubs. PSHE focussed work. Encouraging independence.	In class support from teacher or TA Report Card Access to the Chill Zone 1:1 ELSA Group ELSA Positive Handling Plan Individual support/mentoring - Welfare Officer. Targeted family support worker.	Individual targets and strategies outlined in EHCPs. Lego Therapy. Positive Handling Plan. PEP- support from LAC team. Targeted family support worker. EP/CAMHS recommended activities. Additional support with transition. eg. Extra visits
Sensory and Physical	High levels of challenge and expectations. Differentiated curriculum planning, activities, delivery and outcome. Staff aware of implications of physical impairments.	Handwriting intervention (Letterjoin). Specialist Resources – writing slope, pen and pencil grips, wobble cushion, fiddle toys, headphones. Change 4 Life. Fine Motor Skills Gross Motor Skills	Individual targets and strategies outlined in EHCPs. Specific support in class during appropriate subjects e.g. PE and Lunch time Medical support. Individual physiotherapy programme. Occupational therapy programme Advice from the SaPTS or EP Additional support with transition. eg. Extra visits

Not currently in place