



Area of need	Wave 1 <i>Universal entitlement High Quality teaching</i>	Wave 2 <i>Specific, additional and time- limited interventions</i>	Wave 3 <i>Targeted provision Highly tailored interventions</i>
<p><b>Cognition and Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning through outcomes and activities</li> <li>• SEN teacher toolkit guides</li> <li>• Working walls/ modelling</li> <li>• In class support from TAs</li> <li>• Small guided group &amp; pair work</li> <li>• Clear &amp; explicit objectives</li> <li>• Spelling shed</li> <li>• TT Rockstars</li> <li>• Use of alternative methods of recording as required, including technological devices such as laptops &amp; voice memo</li> <li>• Use of resources including dictionaries, talking tins, visual aids, word mats, task planners</li> <li>• Dyslexia friendly tools and classroom strategies e.g. coloured IWB screens/ appropriate font &amp; sizing/ reading windows/ writing frames etc</li> <li>• Use of apparatus to support maths e.g. Denes Blocks, number lines, multiplication grids etc</li> </ul>	<ul style="list-style-type: none"> <li>• Booster groups in all year groups – Literacy</li> <li>• Booster groups in all year groups – Maths</li> <li>• Pre-teach sessions of core skills</li> <li>• NELI Language groups</li> <li>• Read, Write Inc groups</li> <li>• PiXL therapies (Maths/ writing/spelling)</li> <li>• Speed up! Handwriting booster groups</li> <li>• Individual reading in all year groups</li> <li>• Working memory small group activities</li> <li>• S2S referral for advice on group interventions.</li> <li>• One page profile and targets</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Precision teaching</li> <li>• 1:1 phonics</li> <li>• Use of NAPs</li> <li>• SNIP/ HFW spelling programme</li> <li>• S2S referral for advice re. individual support and ideas for intervention.</li> <li>• SENCo assessments and intervention work based on the results of these.</li> <li>• Educational Psychologist assessment, advice and intervention based on this.</li> <li>• Advisory Learning Support Teacher assessment, advice and intervention based on this.</li> <li>• Learning and Cognition SRB outreach for advice, possible assessment and intervention based on this. Also possible 2 term placement.</li> <li>• Dyslexia outreach for advice, training and possible assessment and intervention based on this.</li> <li>• One page profile and targets</li> </ul>



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<p><b>Communication and interaction</b></p>	<ul style="list-style-type: none"> <li>● Using appropriate levels of language – simplifying when needed.</li> <li>● Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next</li> <li>● Use of paraphrasing and reframing by adults and pupils</li> <li>● Discussion, role play and modelling prior to writing.</li> <li>● Regular check-ins</li> <li>● Opportunities to talk/ verbalise thinking</li> <li>● SEN teacher toolkit guides</li> <li>● Visual &amp; kinaesthetic cues</li> <li>● Clear timetabling including use of visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on key vocabulary for topic</li> <li>● Pre teaching of key vocabulary</li> <li>● S2S</li> <li>● Use of voice recording devices such as talking tins, voice memo</li> <li>● ELKLAN small groups</li> <li>● One page profile and targets</li> </ul>	<ul style="list-style-type: none"> <li>● S2S</li> <li>● Social stories &amp; comic strip conversations</li> <li>● Visual timetables</li> <li>● 1:1 SALT</li> <li>● Individual programme based on targets set by Speech and Language therapists</li> <li>● Use of laptops/ clicker 8 programme through Access Through Technology</li> <li>● One page profile and targets</li> </ul>



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<p style="text-align: center;"><b>Social, Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>● School weekly values.</li> <li>● House points</li> <li>● Behaviour rewards</li> <li>● Class learning forum</li> <li>● Class collective worship</li> <li>● Restorative approaches</li> <li>● Tokens</li> <li>● Growth mind-set classroom approach</li> <li>● Meet and greet at the beginning/ end of each day</li> <li>● Soft start</li> <li>● SEN teacher toolkit guides</li> </ul>	<ul style="list-style-type: none"> <li>● Additional transition work</li> <li>● Quiet spaces at break/lunch times</li> <li>● RSE sessions</li> <li>● Gardening/ forest schools/ nurture small groups</li> <li>● Check ins with identified key staff</li> <li>● S2S</li> <li>● Nelson’s journey</li> <li>● Young Carers</li> <li>● One page profile and targets</li> </ul>	<ul style="list-style-type: none"> <li>● Individual meet and greet and handover with parents / guardians</li> <li>● Benjamin Foundation</li> <li>● Additional transition work e.g. moving on</li> <li>● Social stories and comic strip conversations</li> <li>● Pupil specific risk assessments</li> <li>● Individual reward systems</li> <li>● S2S</li> <li>● Point 1</li> <li>● CAHMs</li> <li>● Nelson’s Journey</li> <li>● Young Carers</li> <li>● One page profiles and targets</li> </ul>



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<p><b>Physical and Sensory</b></p>	<ul style="list-style-type: none"> <li>● Reduction of contrast on whiteboards to support pupils with visual stress.</li> <li>● Medical awareness and support for children with short and long term health conditions.</li> <li>● Staff awareness of hearing and visual impairments and support required.</li> <li>● SEN teacher toolkit guide/ Sensory diet reference sheet</li> <li>● Sensory Audit</li> </ul>	<ul style="list-style-type: none"> <li>● S2S</li> <li>● Access to specialist equipment such as writing slopes, pencil grips, overlays, fidget toys, wobble cushions etc.</li> <li>● South Warwickshire motor skills small group programme</li> <li>● Speed up! Handwriting programme</li> <li>● One page profile and targets</li> </ul>	<ul style="list-style-type: none"> <li>● Individual care plans</li> <li>● Use of coloured overlays to support pupils with visual stress.</li> <li>● Access to specialist equipment such as writing slopes, pencil grips, overlays, fidget toys, wobble cushions etc. as recommended by health specialists</li> <li>● Speed up! Handwriting programme for individuals.</li> <li>● Advice and input from Sensory support</li> <li>● Support from the school nursing team.</li> <li>● Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fizzy or hand gym activities</li> <li>● S2S</li> <li>● Use of laptop/ touch typing programme from Access Through Technology</li> <li>● One page profile and targets</li> </ul>