

Wave 1- Quality first teaching and universal intervention strategies	Wave 2- Targeted support for individuals or small groups.	Wave 3- Specialist individual support.
<ul style="list-style-type: none"> • High expectations and challenge for all learners. • Clear learning focus and differentiated outcomes in all lessons. • Modified teacher language. • Differentiated teacher planning which is flexible and responsive to individual students e.g Bloom’s Taxonomy, Mastery Resources. • Behaviour for Learning at the heart of lessons- consistent consequences linked to whole school ethos and expectations. • Learning Mentor support. • Access to a wide variety of extra-curricular and enrichment activities. • Regular data collection and analysis to identify early underachieving subgroups and individuals. • Daily Shared Reading Sessions. • SMSC targeted assemblies. • Individual Reading time twice daily. • Extensive programme of PSHCE/ SMSC/ British values. • High quality inclusion CPD for all teaching staff. • Class Visual Timetables- Teachers ‘know their class’ and are aware of individual needs. • Appropriate learning environment- Meet and greet, inspiring classroom displays. • Visual and Practical resources available in every lesson to support hands on learning. 	<ul style="list-style-type: none"> • Social skill and Friendship interventions: Lead by a qualified ELSA • Emotional Regulation and Anger management sessions lead by ELSA and Learning Mentor. • Access to the Learning mentor for 1:1 support for a variety of needs. • Access to a Qualified ELSA. • Increased access to basic Literacy and Numeracy interventions, e.g. Spellings, Rainbow Words, Comprehension • Targeted interventions at EYFS to promote basic skills and communication. • Increased access to ICT. • Additional transition groups for year group transitions and Secondary School transitions. • One-page student profile. • Additional KS2-KS3 transition sessions. • LSA’s receive regular CPD throughout the year to promote student independence and confidence. • Access to time out/ individual work areas. • Targeted participation in after school clubs including sports clubs. • Targeted participation in trips. • Examination access arrangements for assessments and SAT’s. • Resource packs to scaffold learning for every child. 	<p>The level of wave 3 interventions students receive will be determined by the amount of SEND ‘top up’ funding.</p> <ul style="list-style-type: none"> • LSA support allocated where appropriate in lessons. • Access to specialised equipment to support individual learning in consultation with appropriate external services. • Access to appropriate external services and agencies – SENART, SENDIAS, SALT, WESAIL, CIAT, EP, HI, VI, OT, Physio • Regular SEND parent/carer coffee mornings. • Allocated transition member of staff – ELSA or Learning Mentor • Additional termly progress update to parents. • Annual EHCP review meetings. • Examination access arrangements (e.g. reader scribe). • Transportation to and from school where funding has been provided. • Behaviour for learning- reasonable adjustments made where appropriate. • Staff training for individual physical needs – e.g. Physio programme.