



The Rookeries J, I & N School

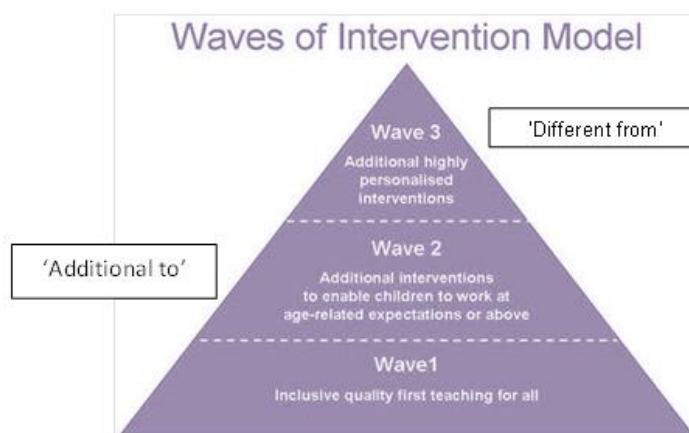
Waves of Intervention



Pupils may be placed on the Code of Practice Inclusion Register at different stages dependent on their need. Pupils can move through or be removed from the register at any time based on their progress. The emphasis is on Outcomes for students and the focus is on what is being offered from the school’s own resources to respond to an identified need and to close the learning gap.

Schools are required to identify school support as waves of provision – part of a graduated approach to meeting additional needs. Provision Mapping shows how the whole school plans and supports this graduated approach.

Inclusive Quality First Teaching underpins all learning at Wave 1 which is for all students including those with Special Educational Needs. Wave 2 Provision is ‘additional to’ and usually forms part of small group work interventions for ‘some’ students. Wave 3 Provision is ‘different from’ where interventions are on an individual basis.



Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Differentiated curriculum planning, multi-sensory activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Use of writing frames • Access to ICT to support learning and presentation • Literacy/Vocabulary Mats across the curriculum • Whole School/Faculty/Staff INSET • Spiritual, Moral, Social, Cultural Focus in lessons • Parent Evenings • Extra-curricular clubs • Whole school reading • Transition Process 	<ul style="list-style-type: none"> • Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA, ELSA trained TAs • Focussed strategies for groups/classes • Catch up programmes – Literacy and numeracy • Reading development • In class group support from TA • Learning mentors • ICT support for keyboard skills 	<ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy support • Exam Access Arrangements • External Agency Support – Educational Psychologist, Specialist Teaching Services



<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards • Use of symbols • Structured school and classroom routines • Visual timetables • Differentiated curriculum delivery • Differentiated outputs • Certificates home • Assemblies reinforcing school ethos • School Council • After school clubs – sporting, academic, creative and social • Staff modelling and reinforcing appropriate behaviour • Social Stories/comic strips • Whole school INSET with regular reinforcement for all staff • Awareness by all staff of particular needs • Inclusive Development Programme for Staff • INSET/Training for staff • Provide Teacher Toolkits and monitor their use and impact • Transition Process • Liaise with CYP and Parents 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language • ICT – Clicker, • Effective use of collaborative group work • Groups chosen sensitively to take account of and include mixed abilities and strengths of personality. • Social Communication Programme • Multi-sensory activities to take account of Speech and Language /ASD associated difficulties • Circle Time/ SEAL, Speaking and Listening • Checking out understanding of text by encouraging pupil re-tell/re-phrase story/text • Pupil's with sensory perceptual differences seated in the best available defined area, i.e. Away from distractions, at the front of the class, away from visual displays and windows. • Social skills groups • ELSA 	<ul style="list-style-type: none"> • Individual work on: Narrative, Vocabulary Enhancement, Social Skills, Emotional Literacy, Anger Management, Self-Awareness, Memory, Literacy, Mathematics and Life-skills • Social Communication Programme • Multi-sensory activities to take account of Speech and Language /ASD associated difficulties • Direct teaching to develop verbal and non-verbal communications • Use of visual cues to support meaning – social stories and comic strips • Speech and Language support / advice • Visual timetables • Use of ICT to record and support within the learning • Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school • Referral to Speech, Language and Communication Therapists, Educational Psychologist and to CAMHS
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Whole school and class reward systems promoting positive learning behaviour, reward points and certificates • Whole school/Class rules • Whole school policy for behaviour management with graduated response linked to Waves of provision 	<ul style="list-style-type: none"> • Behaviour Policy • Temporary change of work location. Removal to another classroom or isolation • Temporary use of time out. Teaching anger management and calming techniques • Appropriate curriculum to match needs. Suggested Classroom strategies. Whole class strategies and advice to teachers 	<ul style="list-style-type: none"> • 1:1 support for social skills • Individual counselling • Individual reward system • Social skills training • Emotional Resilience • Anger management • Advice from EP / Specialist services • Personalised Timetables • OPP and Learner profiles • Parent Meetings • Support from External agencies



	<ul style="list-style-type: none"> • Break supervision to help manage free/unstructured time • Assemblies Time • Behaviour management techniques circulated to all staff • Transition Process 	<ul style="list-style-type: none"> • Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution. • Social skills group training • Monitoring during unstructured times – Lunch club, • ELSA 	<ul style="list-style-type: none"> • Education Welfare Officer • CAMHS
<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • Writing slopes • Pencil grips • Improved accessibility of building • Coloured Paper/overlays • Large print • Audio Books • Awareness of background noise • Use of school bulletin to regularly update staff • Teacher Toolkits • Modifications to buildings e.g. ramps 	<ul style="list-style-type: none"> • Additional keyboard skills training • Additional fine motor skills practice • In class support for supporting access, safety • Handwriting practice • Extra time to complete tasks • TA Support 	<ul style="list-style-type: none"> • Physical Difficulties or Medical Conditions • External Agency Involvement – Sensory Support Hearing and Vision, Range of hospitals and medical staff • Adapting materials for pupils with co-ordination difficulties • Advice and/or support from an Occupational Therapist • Advice and/or support from a Physiotherapist • Advice & strategies for all staff. • Individual support in class • Use of appropriate resources e.g. radio aids • Signage • INSET for Staff • Teacher Toolkits • Liaison with parents