

	<b>Wave 1 (Universal Provision)</b> <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	<b>Wave 2 (in addition to universal provision)</b> <b>Targeted interventions and support for <u>SOME</u> learners</b>	<b>Wave 3 (in addition to universal provision and targeted interventions)</b> <b>Specialist support for a <u>FEW</u> learners</b>
<b>Cognitive and Learning</b>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Use of Bedrock and Educake</li> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes</li> <li>• Learning objectives &amp; success criteria clearly communicated</li> <li>• Use of ICT: whiteboards, laptops, tablets</li> <li>• Lucid screening for exam access arrangement</li> <li>• In-class targeted teacher support</li> <li>• In-class Teaching assistant support within class teaching (small group or individual)</li> <li>• Group guided reading with class teacher</li> <li>• Collaborative, peer and self-assessment</li> <li>• Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>• Access to extra-curricular activities</li> <li>• Access to educational trips and residential trips</li> <li>• 3 Assessment</li> <li>• Reports</li> <li>• Tripod Evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are on the SEND Register and Additional Needs Register</li> <li>• Irlens – paper and overlays</li> <li>• Personal laptops and devices</li> <li>• Own dictionary</li> <li>• Additional resources: Task Boards, RAG cards</li> <li>• Students who have LSA who check in and support when in lesson</li> <li>• In-class additional targeted teacher support i.e. check in</li> <li>• Opportunities for over learning additional intervention(s) including: Literacy Group, Dyslexia Gold, spelling group</li> <li>• Pathway 3 student</li> <li>• Targeted revision / subject support</li> <li>• Attend LSA homework support club</li> <li>• Attend LSA revision hub</li> <li>• Invited to pupil Passport Event</li> <li>• SEND First Trip Priority i.e. visiting theatre</li> <li>• Early bookings for Tripod evenings</li> <li>• Formal Exam Access Screening following LUCID identification</li> </ul>	<ul style="list-style-type: none"> <li>• Students who have an EHCP(including Annual Review)</li> <li>• Students who have directed LSA support</li> <li>• Involvement with outside agencies:</li> <li>• SES including SpLD</li> <li>• Educational Psychology Services</li> <li>• Special Needs Register</li> <li>• One to one provision by Special Needs Learning Support Assistant for some pupils with speech and language needs</li> <li>• 1:2:1 spelling intervention</li> <li>• Individualised timetables</li> <li>• Part Time Timetable</li> <li>• Mix</li> <li>• ATS</li> <li>• Farm Therapy</li> </ul>

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<b>Communication and Interaction</b>	<p>Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists</p> <ul style="list-style-type: none"> <li>• Structured school &amp; class routines</li> <li>• Use of visuals/ICT to make learning more visual</li> <li>• Think Pair Share</li> <li>• ‘No hands up’ approach to answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Timetables</li> <li>• Social Stories and other visual representations for instance blob tree</li> <li>• Small group ELKLAN Support</li> <li>• Small group specialist support e.g. lego therapy and drawing and talking</li> </ul>	<ul style="list-style-type: none"> <li>• SES: Speech and Language Therapy (SALT), Communication and Action team</li> <li>• 1:2:1 ELKLAN support</li> <li>• Talkabout Programme</li> </ul>
<b>SEMH</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>• Whole school rules, rewards &amp; consequences: warning’ system, class reward systems,</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Social &amp; emotional aspects of Learning (SEAL)</li> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety</li> <li>• Bereavement support</li> <li>• Mental Health First Aiders</li> <li>• Well being activities</li> </ul>	<ul style="list-style-type: none"> <li>• Passes: Timeout, leaving lesson early</li> <li>• Small groups nurture</li> <li>• Oasis passes</li> <li>• Lego Therapy</li> <li>• Individual rewards</li> <li>• Prompt and reminder cards</li> <li>• Attends the Attic at lunchtime</li> <li>• Attends silent lunchroom</li> <li>• Attends social anxiety group</li> <li>• Self Harm Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• ELSA interventions</li> <li>• NFST meetings</li> <li>• 1:2:1 drawing and talking</li> <li>• 1:2:1 Champion meetings</li> <li>• 1:2:1 Trauma Therapu</li> <li>• SPSF</li> <li>• CAFs</li> <li>• Parenting Courses and targeted parental workshops</li> <li>• Educational Psychologist-assessment, advice &amp; recommendations</li> <li>• Child and Mental Health Service ( CAMHS)</li> <li>• 1:2:1 meeting students at the start of the day</li> </ul>

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<b>Physical and medical</b>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures</li> <li>• Whole staff training for emergency treatment e.g, EpiPen use</li> <li>• Appropriately trained staff e.g. First aider At work Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Bathroom management facilities</li> <li>• Accessible grounds and building e.g., slopes as alternative to stairs and a lift</li> <li>• Risk assessments completed as appropriate e.g., off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Fidget Toy</li> <li>• Passes: Fidget, Uniform, Early Leave, Early Exit</li> <li>• Health Care Plan/Risk Assessment in place</li> <li>• Staff follow recommendations from medical team</li> <li>• Specialist pencils, pencil grips and laptops and devices</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc</li> <li>• Involvement of Sensory Support Service</li> </ul>
<b>Transition to and from school</b>	<ul style="list-style-type: none"> <li>• Open afternoon for prospective parents</li> <li>• HOY and SENCo to meet children and class teacher</li> <li>• Transition days in the summer term</li> <li>• Information evening in July for new parents</li> <li>• Exchange of data</li> <li>• Open evenings at 16+ provisions for Year 11 students</li> <li>• Meetings about 16+ providers in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition book created</li> <li>• Additional group visits group to school on request</li> <li>• Work with SEND Advocates</li> <li>• Pupil Passport Event</li> </ul>	<ul style="list-style-type: none"> <li>• Bespoke Transition book created i.e. photos</li> <li>• Additional individual visits to secondary school</li> <li>• Specific transitional activities can be arranged when required</li> <li>• Additional visits to secondary school accompanied by Vulnerable Learners Teaching Assistant</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> <li>• Post 16 support from futures co-ordinator</li> </ul>