



Ottershaw C of E Infant and Junior Schools Waves of Intervention

Wave 1

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as, auditory and verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
<ul style="list-style-type: none"> ❖ Quality First Teaching ❖ Differentiated planning, teaching and outcomes ❖ Clear sharing of learning objectives & success criteria ❖ Clear targets and identification of next steps ❖ Pre-teaching of key vocabulary ❖ Effective questioning ❖ Clear focus groups in planning ❖ Pupil Asset tracking ❖ Performance Management of all staff ❖ Regular formal/informal observations ❖ Individual reading throughout school & guided reading sessions ❖ Teaching Assistant support ❖ Appropriate resources ❖ Displays to support learning ❖ Access to computing ❖ Visual Aids ❖ Word Mats/Maths Mats ❖ Celebration Assemblies ❖ Access to ICT resources ❖ RM Easimaths ❖ Point of Need 	<ul style="list-style-type: none"> ❖ Differentiated planning, teaching and outcomes ❖ Pre-teaching key vocabulary ❖ Talking Partners ❖ Speaking & Listening ❖ S&L opportunities as part of differentiated planning ❖ Simplified language ❖ Time given to process information ❖ Visual aids and resources ❖ Positive verbal feedback ❖ Circle time/PSHE activities ❖ Visual timetables ❖ Clear and structured routines ❖ Sequencing - pictures/text ❖ Use of symbols 	<ul style="list-style-type: none"> ❖ Whole School Behaviour Policy ❖ Whole School Anti-Bullying Policy ❖ Values teaching ❖ Open door policy ❖ Pupil led learning/differentiated learning styles ❖ Whole school approach to rewards and sanctions: stickers; certificates; house points; merits ❖ Restorative Justice approaches ❖ ELSA ❖ Verbal/non-verbal praise ❖ Class Rules displayed in class ❖ Circle Time/SEAL ❖ Class reflection area/prayer space ❖ Celebration Assemblies -Whole School ❖ School Councillors, House Captains, Prefects ❖ Whole school learning behaviours ❖ Buddy system ❖ Visual Prompts ❖ Transition Groups ❖ Staff available to facilitate emotional well-being and social interaction at play times ❖ Lunch time clubs 	<ul style="list-style-type: none"> ❖ Medical Conditions Policy ❖ Qualified First Aider ❖ Disabled Access ❖ Medical support including alert cards and healthcare plans ❖ Staff trained to support children with medical conditions ❖ All staff aware of known medical conditions ❖ Creative curriculum with integrated movement breaks ❖ Flexible Teaching and Learning ❖ Seating plan ❖ VAK approaches ❖ Individual carpet spaces ❖ Opportunities to join clubs ❖ Correct sized tables and chairs ❖ Water bottles ❖ Range of right and left handed scissors ❖ Handwriting support

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Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well structured short-term programme, possibly delivered by a Learning Support Assistant working with a Teacher, is all that is needed to enable them to make accelerated progress. **All interventions in Wave 1 can be accessed in Wave 2.**

Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
<ul style="list-style-type: none"> ❖ Individuaised Support Plans ❖ Clear focus groups in planning ❖ Group literacy and numeracy support ❖ Targeted intervention groups ❖ Targeted individual reading & guided reading ❖ Handwriting groups ❖ Targeted phonics ❖ Modified tasks and further differentiated curriculum ❖ Task Boards ❖ Now - Next Boards ❖ Reading for Meaning ❖ Inference skills ❖ Success @ Arithmetic ❖ External Agency Involvement including LLs, EP, BS, REMA 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ Modified tasks and further Differentiated Curriculum ❖ Pre-teaching vocabulary ❖ Sequencing/picture/text ❖ Looking and Thinking ❖ Talk Boost ❖ Wellcomm (Support Language) ❖ Language for Thinking ❖ Lego Therapy ❖ Elklan Language Builders ❖ In class TA support for Speech and Language ❖ Visual timetables ❖ External Agency involvement including SALT, LLSS, REMA 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ Early Help intervention ❖ Social Skills Group ❖ Home/School contact book ❖ Social stories ❖ ELSA ❖ Talking and Drawing ❖ Focused circle time ❖ Structured lunch times ❖ Transition groups ❖ Friendship club ❖ Time out cards ❖ Fiddle toys ❖ External Agency involvement including CAMHS, Paediatrics, BS 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ Individual Healthcare Plans ❖ Modified tasks and further differentiated curriculum ❖ Adapted equipment: scissors; long loop scissors; writing slopes; pencil grips; tripod pencils; sit and move cushions ❖ Movement breaks ❖ Additional handwriting practise ❖ Use of laptops for writing where appropriate ❖ Motor skills programme for small group using paediatric OT materials ❖ Exercises to support sensory needs ❖ Touch Typing ❖ Coloured Overlays ❖ Fine Motor Skills and Gross Motor Skills interventions and Provisions ❖ Fiddle Toys ❖ External Agency involvement including Health, PSSS, VI, HI

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Wave 3

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. **All interventions in Wave 1 & 2 can be accessed in Wave 3.**

Cognition and Learning	Communication & Interaction	Social, Mental and Emotional Health	Sensory and Physical
<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ 1:1 and small group support for Literacy and Numeracy ❖ Additional use of ICT programmes ❖ 1:1 reading & writing - FFT ❖ EAL resources including Racing To English ❖ Advice/intervention and staff training by External Agencies including Educational Psychologist, Speech & Language Therapist, Learning and Language support and Behaviour Support ❖ Beat Dyslexia ❖ Inference Skills ❖ Success @ Arithmetic ❖ Phonological Awareness ❖ Speed Up Writing ❖ Professional Assessment Materials 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ In class TA support of speech and language ❖ Support from: SALT; LLS; EP ❖ Freemantles Outreach including staff training opportunities ❖ Talk Boost: Early Years, KS1 & KS2 ❖ Pre-teaching vocabulary 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ Early Help intervention ❖ Support from: BS; Freemantles Outreach; CAMHS; ❖ Signposting to ADHD parents support group, National Autistic Society support groups, Early Bird Plus support ❖ Staff training opportunities ❖ Individual reward charts/incentives ❖ Social Stories ❖ Social skills group ❖ Risk Management ❖ Transition planning and support ❖ Individual work station ❖ Restorative Justice Approach ❖ Talking and Drawing ❖ ELSA 	<ul style="list-style-type: none"> ❖ Individualised Support Plans ❖ Individual Healthcare Plans ❖ Individualised programmes for children with OT/Sensory needs ❖ Training for all staff where appropriate for Physical Disabilities ❖ Specialised equipment for VI, HI, PD and Sensory ❖ Advice/intervention by External Agencies including Educational Psychologist ❖ Multi-sensory resources ❖ Specialist furniture and equipment