



	Learning	Speech and Language	Physical	Social and Emotional Literacy
WAVE 1	<p>Quality First Teaching Creative, differentiated curriculum designed to both extend and support pupils. Differentiated delivery e.g. simplified language, slower pace, and alternative resources. Collaborative/paired work. Multisensory approach to teaching and learning Focused group work with Class teacher e.g. guided work, reading groups. Access to IT. Fully stocked fiction and non-fiction library. Visual aids, Visual timetables. Writing Frames. Celebration assemblies. Small groups within class with Teaching Assistant.</p>	<p>Differentiated curriculum planning. Talking partners. Communication friendly school. Simplified language. Visual supports. Time to process information. Before and After school clubs- sporting, creative and social.</p>	<p>Flexible teaching arrangements to take into account difficulties e.g. seating, teaching resources, modified tasks. All staff made aware of a child's medical history/ difficulties. Qualified first aiders. Disabled access. Activate/ brain gym exercises. Playground equipment for a variety of needs. Handwriting schemes.</p>	<p>Differentiated teaching. Whole school and class reward systems promoting learning behaviour, achievement points and certificates. Whole school policy for behaviour management. Whole school / class charters and expectations. Circle times focusing on social skills. Celebration Assemblies. School council. Risk assessment. Visual prompts. Transition groups. Play leaders. 'Talk to me' box</p>

	Learning	Speech and Language	Physical	Social and Emotional Literacy
WAVE 2	<p>Modified tasks to take account of difficulties; further differentiation.</p> <p>Small group interventions.</p> <p>Auditory discrimination activities.</p> <p>Visual perception work.</p> <p>Memory support.</p> <p>Lexia.</p> <p>Read, Write Inc.</p> <p>Reading recovery.</p> <p>Literacy support.</p> <p>Volunteers in school.</p> <p>Word wasp.</p> <p>Reading Plus.</p> <p>PiXL interventions.</p> <p>Spelling support programmes.</p> <p>Power of 2.</p> <p>Phonic support</p> <p>Handwriting groups</p> <p>Precision teaching</p> <p>KS2 test access arrangements if appropriate.</p> <p>External agency involvement including learning and behaviour support.</p>	<p>Modified tasks to take into account difficulties; further differentiation</p> <p>Small group interventions</p> <p>Modelling language</p> <p>Speech and language group</p> <p>Pre teaching vocabulary</p> <p>Sequencing activities</p> <p>Listening skills activities</p> <p>External agency involvement including SALT.</p>	<p>Consider seating arrangements and back ground noise.</p> <p>Allowing extra time to complete tasks.</p> <p>Move first / last in class.</p> <p>Adapted equipment (pencil grips, sit and move cushions, writing slopes, coloured overlays).</p> <p>Touch typing.</p> <p>Fine motor skills and gross motor skills interventions (Jimbo Fun, Speed Up).</p> <p>Fiddle toys.</p> <p>External agency involvement including Health, VI, HI.</p>	<p>Modified tasks to take into account difficulties; further differentiation.</p> <p>Behaviour mentor.</p> <p>Time out card.</p> <p>ELSA Support</p> <p>Transition groups.</p> <p>Stop, Think, Do programme.</p> <p>Lunchtime groups.</p> <p>Social stories.</p> <p>Risk management.</p> <p>Anti-bullying policy and process.</p> <p>Young Carers Group</p> <p>Drawing and Talking Programmes</p> <p>External agency involvement including CAMHS, Paediatrics, behaviour outreach services.</p> <p>Nurture groups</p>

	Learning	Speech and Language	Physical	Social and Emotional Literacy
WAVE 3	<p>Flexible and reduced timetables.</p> <p>Individualised differentiation 1-1 and small group support.</p> <p>Additional individual reading.</p> <p>Precision teaching.</p> <p>Different ways of recording e.g. ICT.</p> <p>Phonological Awareness.</p> <p>Memory skills training.</p> <p>Advice / interventions by external agencies including Educational Psychology, learning and behaviour support.</p> <p>KS2 exam access arrangements if appropriate.</p>	<p>Individualised differentiation 1-1 and small group support/ tuition.</p> <p>Precision teaching.</p> <p>Different ways of recording e.g. ICT.</p> <p>Speech and Language programmes involving articulation and production of sounds.</p> <p>Advice / intervention by external agencies including SALT.</p>	<p>Specific individualised programmes for students with OT needs.</p> <p>Training for all staff where appropriate for physical disabilities.</p> <p>Specialised equipment for VI, HI, PD.</p> <p>Advice/intervention by external agencies including Physical and Sensory Support Services (SENSS) and Occupational Therapy (OT).</p> <p>Timetabled use of the Sensory Room.</p>	<p>Flexible and reduced timetables.</p> <p>Individualized differentiation.</p> <p>ELSA Support.</p> <p>Nurture and social skills groups.</p> <p>Flexible timetables.</p> <p>Behaviour plan and individualised risk assessment.</p> <p>Advice / intervention by external agencies including Behaviour Support, Educational Psychology, CAMHS.</p> <p>Additional planning and arrangements for transition.</p> <p>Counselling through Art therapy</p>

Wave 1 is what we offer to **all children** at Alexandra Primary school; high quality everyday personalised teaching with clear objectives, multi-sensory teaching approaches and measurable outcomes.

Wave 2 are targeted small group time-bonded and flexible interventions designed for pupils who need extra support to enable them to catch up with their peers. (Closing the gaps in learning)

Wave 3 are more intensive interventions which may involve individual support or specialist expertise.