

Harwood Meadows CP School - Waves of Intervention

Area of Need	Wave 1 (whole class teaching)	Wave 2 (small group support)	Wave 3 (individual support)
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Illustrated dictionaries • Use of writing frames • Access to ICT • Teacher/TA role modelling • Access to homework • Read Write Inc. (phonics) • Guided reading within lessons 	<ul style="list-style-type: none"> • Target group support – Literacy and numeracy. • Peer group support during learning • In class support from TA • Class provision maps to support individualised timetable • Guided reading within lessons • Talk time with an adult to process thoughts and ideas 	<ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / • Exam concessions • Advice from EP • Advice from Ladywood Outreach Service • Speech & Lang. Therapist support • Advice from Ladywood Outreach • Use of Ladywood P Scales • Individual Readers – teacher / TA • Volunteer Readers – targeted children
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> • Access to speech and language therapist to support communication skills (foundation stage) • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words. • Repeated / reworded instructions • Increased visual aids / modelling etc • Visual timetables • Structured school and class routines • KAGAN structures within lessons. • Talking partners / peer feedback • Access to laptops • Talk time in lessons to process thoughts and ideas 	<ul style="list-style-type: none"> • In class support with focus on supporting speaking and listening. • Talk time with an adult to process thoughts and ideas • Support with listening skills 	<ul style="list-style-type: none"> • 1:1 support for language • 1:1 Support from Speech and language therapist • Speech and Language support / advice for teachers • ICT – Clicker / word shark • Signalong trained staff • Visual timetables • Visual prompts / clues • Advice from EP • Advice/support from Ladywood Outreach Service • Ladywood schemes of work linked to P Scales

<p><i>Social, mental and emotional health</i></p>	<ul style="list-style-type: none"> • Pastoral care for all children • Whole school behaviour policy • Whole school rules • Whole school reward and sanctions systems (family points / chance cards) • Positive feedback from adults / peers • Circle Time / PSHE focused work • Whole school assembly/worship achievement / awards assembly • lunchtime / after school clubs 	<ul style="list-style-type: none"> • Nurture groups • Positive feedback from adults / peers • Group Circle Time • In class support for behaviour, access, safety 	<ul style="list-style-type: none"> • 1:1 support for social skills / emotional support • Peer support for sharing ideas • Nurture Group • Individual reward systems • Advice from EP • Liaison with Target Youth Support • Advice from Ladywood Outreach Service • CAMHS attendance with parents. • Behaviour report cards
<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Accessibility of classrooms / school building • Designated zones of play on school yard (e.g. quiet zones) • Physical activity – variety of equipment for P.E. / lunchtime play equipment • EYFS outdoor provision area • Weekly P.E lessons 	<ul style="list-style-type: none"> • Additional handwriting / fine motor skills practice with TA • In class support for supporting access, safety • Writing slopes • Pencil grips • Signalong training for relevant staff • Moving and handling training (Team teach) 	<ul style="list-style-type: none"> • Additional handwriting / fine motor skills practice with TA • Writing/reading coloured overlays • Individual support in class during appropriate subjects and at lunchtimes • Occupational therapy liaison • Use of appropriate resources and equipment e.g adapted chairs, feeding chairs. hoists • Advice from EP • Advice from Ladywood Outreach Service • Advice from Speech & Lang. Therapy • Signalong