

Area of need	Wave 1 All pupils in an inclusive classroom	Wave 2 In addition to Wave 1, catch up programmes for some pupils	Wave 3 Plus for a few pupils individual specific targeted support
<b>Cognition and Learning (including Dyslexia)</b>	<ul style="list-style-type: none"> <li>• Clarity of learning objectives and success criteria -shared/communicated to children</li> <li>• Positive ethos-merits; house points, star of the week, head teacher award, celebration worship</li> <li>• Emphasis on strengths-SEAL Assemblies, circle time</li> <li>• Differentiated curriculum planning with pupils needs in mind for next stage of learning               <ul style="list-style-type: none"> <li>○ seating e.g. to best see, hear, concentrate, face the board</li> <li>○ activities e.g. pace and variety of learning styles</li> <li>○ delivery e.g. clear language and concepts, questioning</li> <li>○ various recording methods e.g. cartoon strip, recording sheets, story boards, post it notes, whiteboards, voice recorders, ICT</li> </ul> </li> <li>• Use of visual and tangible aids, working wall, alphabet arc, word mat, wow words, fabulous phrases, super sentences, resources (eg use coloured backgrounds/overlays)</li> <li>• Photocopying on coloured paper,</li> <li>• Range of books for children high Interest, low reading age: Rising Stars</li> <li>• Real objects, signs, symbols, photographs, animation</li> <li>• Interactive strategies e.g. cards to hold up, whiteboards, hot Seating, writing frames</li> <li>• Modelling-teacher modelling, children as teacher, scaffolding techniques</li> <li>• Talk partners-telling instructions to a friend</li> <li>• Different writing materials</li> <li>• Resources e.g. word books/personalised dictionary, illustrated dictionaries/ thesaurus, spellcheckers. spelling mats</li> <li>• Multi-sensory approaches- VAK learning</li> </ul>	<ul style="list-style-type: none"> <li>• Additional and different catch up programmes eg Active literacy Kit</li> <li>• Task time – improvement to own work</li> <li>• ELS</li> <li>• 3LS</li> <li>• Booster classes eg SATs Y6</li> <li>• Targeted in class TA support</li> <li>• Talking Partners</li> <li>• Targeted readers</li> <li>• Paired Reading</li> <li>• Numicon</li> <li>• Cursive Handwriting – Speed Up!</li> <li>• Home access – sum dog</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 personalised support programme</li> <li>• Reading Intervention-</li> <li>• Paired Reading</li> <li>• Precision teaching</li> <li>• Targetted individual in-class support from TA as appropriate</li> <li>• Dyslexia programme – Toe by Toe</li> <li>• Individual arrangements for SATs</li> <li>• Additional planning and arrangements for transition</li> <li>• External agency involvement</li> <li>• Numicon</li> <li>• Wordshark</li> <li>• Alphabet Arc Activities</li> <li>• Reading Inference</li> <li>• Memory activities</li> <li>• 1:1 tuition</li> </ul>

Self esteem ↑

Pupil participation ↓

Promoting Independence ↑

	<ul style="list-style-type: none"> <li>opportunities</li> <li>• Access to ICT e.g. WORD, clicker 6 (iPad)</li> <li>• Inclusive PE/games</li> <li>• Peer marking and peer assessment</li> <li>• Occasional in-class support from TA</li> <li>• Guided reading, writing and number</li> <li>• Assessment of Maths unit-via the spider diagrams</li> <li>• Resources, support aids on tables</li> <li>• Extended schools</li> <li>• Pupil involvement/voice-School Council-P4C</li> <li>• Skill application, consolidation generalisation of skills</li> <li>• KIRFS- eg Sum dog</li> <li>• Cursive writing</li> <li>• Over learning</li> <li>• Simplistic language</li> <li>• Pre-prepared text</li> <li>• Highlighting specific features of text and VCOP</li> </ul>		
<b>Area of need</b>	<p style="text-align: center;"><b>Wave 1</b></p> <p>All pupils in an inclusive classroom</p>	<p style="text-align: center;"><b>Wave 2</b></p> <p>In addition to Wave 1, catch up programmes for some pupils</p>	<p style="text-align: center;"><b>Wave 3</b></p> <p>Plus for a few pupils individual specific targeted support</p>
<b>Communication and Interaction (including Autistic Spectrum Disorder)</b>	<ul style="list-style-type: none"> <li>• Clear succinct instructions</li> <li>• Clear signposting around classroom/school</li> <li>• Key words and features of genres</li> <li>• Working Walls</li> <li>• Structured school and class routines</li> <li>• Different ways of explaining tasks</li> <li>• Opportunities to prompt and rehearse</li> <li>• Talk partners</li> <li>• Use of visual strategies to aid teaching and learning e.g. visual timetables <ul style="list-style-type: none"> <li>• Non verbal symbols to aid comprehension e.g. gestures, tone of voice</li> <li>• Sign supported software e.g. Join it</li> <li>• Use of ICT as access strategy e.g. Clicker 6</li> <li>• SEAL/AFL</li> <li>• Prior warning of events -organisation</li> <li>• Differentiated planning</li> <li>• Child's personal inclusion passport</li> <li>• Home School Diary and Liaison</li> <li>• Time out cooling off area</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In-class support with focus on supporting speech and language</li> <li>• ICT – Clicker 6</li> <li>• Ethos of support at playtime and unstructured time</li> <li>• <b>Small group/short term specific interventions, e.g. 'Time to Talk', Socially 'Speaking', 'Talkabout', 'Jabberwocky'</b></li> <li>• Peer support activities, e.g. working with peer groups to enhance their own understanding.</li> <li>• SEAL</li> <li>• Sensory programme eg focus handwriting</li> <li>• Nurture/self esteem group</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language support</li> <li>• ICT – writing with symbols</li> <li>• Communication aids</li> <li>• Social Stories</li> <li>• ABC Charts-Antecedent Behavioural Consequences Chart and 1:1 discussion/time out</li> <li>• Regular and close contact with parents/carers</li> <li>• High level of 1:1 support (including at unstructured times)</li> <li>• Social Stories – assists individuals to develop greater social understanding</li> <li>• Support from Autism Spectrum Conditions Outreach Support Service (ASCOSS) and SLD Outreach Support Service – Dales School</li> <li>• Support from ECCDS</li> <li>• Transition books</li> </ul>

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<b>Emotional, Social, Behavioural</b>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• School Code of Conduct</li> <li>• PSHCE curriculum</li> <li>• Circle time</li> <li>• Buddy system</li> <li>• SEAL</li> <li>• Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Specific support structures across the school including pastoral support</li> <li>• Small group work               <ul style="list-style-type: none"> <li>○ Circle time</li> <li>○ Self-esteem</li> <li>○ Social skills training</li> <li>○ Anger management</li> </ul> </li> <li>• SEAL nurture groups/Silver SEAL</li> </ul>	<ul style="list-style-type: none"> <li>• Home-school record</li> <li>• External agency involvement</li> <li>• Behavioural Consequences Chart 1:1 discussion/time out</li> <li>• Golden Book</li> <li>• Team Teach CPD</li> </ul>
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<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Staff aware of characteristics and appropriate support</li> <li>• Access to appropriate equipment e.g. writing slopes, pencil grips, LH writing board</li> <li>• Use of technology</li> <li>• Medical support/advice implemented               <ul style="list-style-type: none"> <li>• Quality first teaching with a multi-sensory approach to learning</li> <li>• Quality assessments that inform learning and provides a cognitive challenge</li> <li>• Context embedded learning, scaffold learning (building on prior knowledge and experience)</li> <li>• The use of visual, auditory and kinaesthetic methods</li> <li>• A structured environment that encourages independence in learning</li> <li>• Awareness raising for staff</li> <li>• Appropriate seating and work station</li> <li>• Encourage pupils to use aids, e.g. hearing aids, glasses</li> <li>• Ensure you have the pupil's attention before speaking</li> <li>• The use of additional time to allow for processing of information, formulating responses and completing tasks</li> <li>• Advanced planning and special</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard skills training group</li> <li>• Larger ICT keyboards</li> <li>• Additional fine motor skills practice e.g. handwriting</li> <li>• Small group work as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in class, during PE and lunchtime</li> <li>• 1:1 support</li> <li>• Teaching specific skills individually</li> <li>• Liaison with outside agencies e.g. re seating, moving</li> <li>• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist</li> <li>• Specialist assessment of pupil's needs</li> </ul>

	<ul style="list-style-type: none"> <li>arrangements for off site visits</li> <li>Specialist arrangements to be made for tests and exams</li> <li>Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment</li> </ul>		
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<b>More Able Gifted and Talented</b>	<ul style="list-style-type: none"> <li>Creative, broad, and balanced curriculum</li> <li>Planning emphasises what children will learn based on an assessment of what the child already knows, understands and can do</li> <li>Pupil involvement in designing and directing their own learning</li> <li>Opportunities for pupils to lead learning or plan sessions e.g. plenary, starter activity</li> <li>Personalised and differentiated teaching and learning</li> <li>Higher order pupil and teacher questioning</li> <li>Talk Partners/open ended talk</li> <li>Open ended problems</li> <li>Peer assessment &amp; self assessment</li> <li>Philosophy teaching/SEAL</li> </ul>	<ul style="list-style-type: none"> <li>Flexible groupings across school</li> <li>Directed to leadership roles e.g. school council</li> <li>Extra curricular clubs , lunchtime clubs</li> <li>Special projects/events eg visits, Cluster G&amp;T days, planning for open days etc</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to take on a modelling/teaching role e.g. P.E,</li> <li>1:1 personalised teaching</li> </ul>