



Wave 1:

Is about what should be on offer for all children; the effective inclusion of all pupils in high-quality everyday personalised learning. 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 introducing and using new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra support with their learning or behaviour.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p><u>Wave 1</u> Vocabulary sent home in advance of topics being taught. Adults used effectively to support learning. Clear learning question (not task) and steps to success which is shared and reviewed with the children. Learning questions are given to children in KS1 and SEN children in KS2. Each line is written in alternate colours on the whiteboard. <i>Specific children are pre-taught a new topic the week before.</i> Work is clearly differentiated to meet the needs of all children. Children have clear targets and are aware of what they need to do to achieve these. <i>Task boards are used to break down tasks into small manageable chunks.</i> Word/sound mats are available in KS1 to support children with their writing. Brain gym is done between lessons to aid concentration. Dictionaries/maths dictionaries are available as required. <i>Children are asked to repeat back instructions to an adult or peer before they start their work to check understanding.</i> <i>Children have high frequency words at the back of their book to refer to when they are spelling.</i></p>	<p><u>Wave 1</u> Walls are backed with neutral colour paper and straight boarders. A visual timetable is displayed in every classroom and is used effectively. Children are warned of changes to the day (if a supply will cover the class/change of lesson). Classroom surfaces are clutter free. Lighting and sound is suitable to enhance learning (no flickering or humming lights/whiteboard) <i>A now and next board is used.</i> There is a quiet/ safe space for children to go to if they need to both in and out of the classroom. There is a table where children can go and work on their own if they require to do so. <i>Checklists are given to individuals so they know what they need/have to do in each lesson.</i> Planning is shared with adults in advance. A 5 minute warning is given before the end of a lesson/task being changed.</p>	<p><u>Wave 1</u> <i>'Fiddle toys' are given during long periods of listening (whole class teaching/worship).</i> Sound systems are used consistently in KS2 classrooms. Children have the correct pencil grip. Multi-sensory teaching is used in KS1 and where appropriate in KS2. <i>Children are given regular movement breaks.</i> Children have access to their water. Opportunities are planned for the children to move within a lesson. Children are aware of expected/acceptable levels of noise for each lesson. <i>Ear defenders are available for those that need them.</i> <i>Pencil grips are given to children that struggle to hold a pencil correctly.</i> <i>'Wobble' cushions and/or writing slopes are used by children that need them.</i></p>	<p><u>Wave 1</u> Classroom rules are displayed. The Marist Learner is displayed and referred to during every lesson. The 'Good as Gold' system is used consistently. There are clear systems for rewards and sanctions in every classroom. <i>Some children have their own reward system.</i> Resources are put on the tables as much as possible to reduce the amount of moving around and noise during transition times. 'Worry' boxes are used for children to write and put it in something that is bothering them that they need to share with an adult at an appropriate time. <i>Children that are easily distracted are sat near the teacher.</i> A 5 minute warning is given before the end of a lesson/task being changed. <i>Timers are used for individuals to show them how long they need to focus on a task/before the activity is changed.</i> Praise is used regularly to promote positive behaviour. Children that are easily distracted are sat next to a good role-model. Tasks engage more-able learners. There are clear expectations for conduct in each lesson.</p>



<p>High frequency words that should be spelt correctly are highlighted and two at a time are given to children to focus on.</p> <p>A high interest activity is given to children to entice them during times of transition/start of a lesson.</p> <p>Visual aids are used as much as possible to support and enhance learning.</p> <p>Teacher talk is kept to a minimum.</p>			
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Wave 2:

Small-group intervention for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEN interventions.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<p><u>Wave 2</u> Alpha to Omega Clicker 7 Coloured reading rulers Better Reading Partnership Snap maths LLS phonological awareness LLS Developing written language LLS Oracy programme 1st class @ number 1st class @ number 2 Success@arithmetic Race to English Short-term memory difficulties in children EYFS Numeracy group EYFS Phonics group</p>	<p><u>Wave 2</u> Time to talk Socially speaking EYFS speech and language group 'Buddies' for new arrivals who have the same first language.</p>	<p><u>Wave 2</u> Write from the start Touch typing Writing recovery programme OT handies and vizzies Speed up EYFS fine motor group</p>	<p><u>Wave 2</u> Happy to be me Social stories Helping children to build self-esteem programme Pastoral support – ELSA small group</p>



Wave 3:

Specific targeted intervention for individual children identified as requiring a more personalised approach to their education. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three may well draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
<u>Wave 3</u> Wave 2 + Word wasp and Hornet Toe by toe Precision teaching Kindles Laptops FFT Wave 3 Literacy YR1 Wave 3 Numeracy KS2	<u>Wave 3</u> Wave 2 + SALT programmes implemented	<u>Wave 3</u> Wave 2 + Sensory room OT programmes implemented Weighted cushions and jackets	<u>Wave 3</u> Wave 2 + Pastoral support – ELSA small group Work station The Incredible 5 point scale for anger management