



Area of need

Wave 1 Quality First Teaching or QFT

Wave 2 Additional small group work for children who are expected to catch-up with their peers as a result of a time-limited intervention.

Wave 3 Specific time-limited targeted intervention, for children identified as requiring SEN support. This involves focused teaching activities, which tackle fundamental errors, misconceptions and gaps in knowledge or understanding that prevents children from making progress. Interventions are delivered in small groups or on a 1:1 basis.

Provision

Provision

Provision

Cognition and Learning

- Differentiated Curriculum.
- Differentiated outcomes
- Differentiated delivery
- Variety of learning styles considered.
- Differentiated Resources.
- Scaffolding leading to independence.
- Visual prompts aids

- Small group support English
- Small group support Maths
- Write Away Together
- Additional SPAG /phonics
- Additional group reading
- Better Reading Partners
- Catch up Maths
- Reading Volunteer programme
- Year 6 Booster group
- Sandwell Early Writing Intervention
- Switch On

- Write Away Together (1:1)
- Individual support English
- Individual Support Maths
- Sandwell Early Writing Intervention (1:1)
- Multi-Sensory Spelling (Zero Tolerance spelling)
- Precision teaching maths or English
- 5 minute number box
- 5 minute box English
- Individual reading
- Sandwell skills ladder curriculum.

Communication and Interaction

- Flexible teaching arrangements.
- Structured school routine and class resources.
- Visual time table
- Visual aids
- Differentiated Curriculum delivery
- Use of symbols and pictures.
- Differentiated output.

- Small group support English
- Small group support Maths
- Wellcomm (Amber)
- SULP

- 5 minute box English
- Individual speech and language programme
- Individual in class support
- ASD structured teaching
- PEC's
- Makaton
- Wellcomm (Red)
- Social stories / comic strip conversations

Social, Emotional

- Emotion coaching whole school approach.

- Small group circle time
- Nurture principles small group

- Key worker
- Individual behaviour plan.

Andrew Cousins 24/06/19

and Mental Health	<ul style="list-style-type: none"> <li>• Behaviour policy (Behaviour Recovery).</li> <li>• Whole school class rules</li> <li>• British values</li> <li>• PHSE/citizenship programme</li> <li>• Circle time.</li> </ul>	<p>PHSE groups.</p> <ul style="list-style-type: none"> <li>• Family intervention support (FLO)</li> <li>• Individual behaviour plan</li> <li>• Positive relationships and team building groups (sports mentor)</li> </ul>	<ul style="list-style-type: none"> <li>• Family intervention support (FLO)</li> <li>• Mentoring</li> <li>• Social stories / comic strip conversations</li> </ul>
Sensory and Physical	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements.</li> <li>• Teacher awareness of sensory (VI/H1/PD) needs of pupil.</li> <li>• Availability of resources</li> <li>• Squiggle while you wiggle</li> <li>• Organisation of classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting</li> <li>• Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>• Speed it up handwriting</li> <li>• OT/ physiotherapy advised resources.</li> <li>• TEACCH (ASD structured teaching - use of sensory sessions and equipment)</li> <li>• VI/ H1 support</li> <li>• PD support</li> <li>• Fun fit</li> <li>• Touch Type</li> </ul>
Medical	<ul style="list-style-type: none"> <li>• Epi-pen training</li> <li>• Asthma training</li> </ul>	<ul style="list-style-type: none"> <li>• Diabetes Training / Epilepsy training</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Epilepsy / Individual Diabetes support</li> </ul>