



Abbott Community Primary School
Waves of Intervention
SEND Support



Communication and Interaction [CI] needs:

Children may have a delay or disorder in one or more of the following areas: :

Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.

Understanding / Receptive Language: May need visual support to understand or process spoken language. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas/conversations May be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological (Speech Sounds) awareness still fairly poor and therefore their literacy can be affected.

Wave 1 High Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.	Wave 2 Additional targeted interventions to allow children to work at or towards age-related expectations or above	Wave 3 Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities
<ul style="list-style-type: none"> ▪ A language rich environment with opportunities and time to talk ▪ Adult Modelling Language Structured school and classroom routines ▪ Rules and expectations of the classroom, clear instructions ▪ Differentiated curriculum delivery e.g. simplified/minimal use of language, visual timetables, structured routines, topic related words, bullet point instructions, chunk activities ▪ Differentiated outputs ▪ Ensuring understanding of text by encouraging pupils to re-tell/re-phrase story/text ▪ Pupils with attention/interaction difficulties to be seated in the best available defined 	<ul style="list-style-type: none"> ▪ Clear and concise instructions, given one at a time with processing time factored in ▪ Activities planned to take account of the student's difficulties ▪ Modelling appropriate language/ responses ▪ Games to improve language skills, e.g. memory games, vocabulary games, ▪ Social skills ▪ Use of extra adults in the classroom ▪ Speech, Language and Communication trained TAs ▪ Teachers use pupil's name to aid re-focussing ▪ Support where needed in other areas of the curriculum 	<ul style="list-style-type: none"> ▪ Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school ▪ Referrals to the Educational Psychologist, Speech and Language Therapists, Autism Spectrum Condition Outreach, Local Special Education Schools and to Child and Adolescent Mental Health Services [CAMHS] ▪ Clear and concise instructions, one at a time ▪ Individual, person-centred targets ▪ Repetition of instructions targeting specific students to ensure understanding ▪ Structured planned activities to take account of the student's speech /language difficulties



Abbott Community Primary School
Waves of Intervention
SEND Support



<p>area, i.e. away from distractions, at the front of the class,</p> <ul style="list-style-type: none">▪ Pupils repeat back instruction to check understanding▪ Awareness by staff of pupils with particular needs, e.g. identify particular needs of pupils, liaise with outside agencies when deemed appropriate.	<ul style="list-style-type: none">▪ Safe environment provided for vulnerable students – Chill Zone▪ Differentiation and appropriate support for pupils with English as an additional language▪ Use of strategies to manage challenging and unsociable behaviour▪ Specific speaking and listening activities,▪ Circle time to promote and encourage, good listening and turn taking.▪ Visual cues to support meaning	<ul style="list-style-type: none">▪ Social Skills Group▪ Structured Lunch times▪ Effective use of adults in the classroom,▪ SENDCO to meet regularly with class teachers/TAs to inform and discuss SEND pupil's specific difficulties identified and strategies agreed to aid inclusion, access to curriculum and set realistic and challenging targets▪ Social story activities to help develop reflection skills Social Stories, Comic Strips.
--	--	--



Abbott Community Primary School
Waves of Intervention
SEND Support



Cognition and Learning [CL] needs

Children may have difficulties with the skills needed for effective learning such as the use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills (Being able to categorise, hold in memory and understand the next blocks of learning)
- Fine and gross motor skills (Motor skills is an action that involves using muscles. Gross motor skills are larger actions and fine motor skills are smaller actions e.g. Handwriting)
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

Wave 1 High Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

- Writing frames
- Visual Timetable
- Paired reading
- Learning toolkits containing: Word banks, Number squares, Number lines
- Read Write Inc. phonics
- Interactive whiteboards, Differentiated curriculum - planning and work
- Differentiated delivery e.g. simplified language, slower lesson pace, chunking of information, alternative resources
- Differentiated outcome
- Collaborative group / paired work – Kagan structures

Wave 2 Additional targeted interventions to allow children to work at or towards age-related expectations or above

- Tasks modified to take account recording/writing difficulties by class teacher, small group work,
- HLTA, TA, in class support
- Collaborative learning [Kagan]
- Homework Club
- Phonic booster groups – Read Write Inc.
- Multi-sensory reinforcement of learning
- Reading Inference Intervention
- Reading Comprehension intervention
- Booster writing groups
- Booster reading groups
- Individual daily reading
- ICT to support presentation and reinforcement of learning

Wave 3 Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities

- Intensive support in one or more curriculum areas:
- 1-1 for literacy or numeracy – 1-1 support from TA
 - Structured programme to enhance self-help skills
 - Individual teaching to build basic literacy and numeracy skills e.g. Hornet Literacy Primer, Word Wasp, Toe by Toe, Precision Teaching
 - Specific Learning Difficulty Teacher [SPLD] 1:1 activities to develop phonological skills through intervention programmes which includes work on rhyme, alliteration, analogy, onset and rime, syllabification



Abbott Community Primary School
Waves of Intervention
SEND Support



<ul style="list-style-type: none">▪ Regular SEND updates and strategies for all teachers and teaching assistants	<ul style="list-style-type: none">▪ Specialist Teacher support if appropriate - Outside agencies ASD, Speech & Language, Learning and Language Support	<ul style="list-style-type: none">▪ Individually prepared materials in one or more curriculum areas▪ Advice and/or support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school (External agencies)▪ ICT to support presentation and reinforce learning keyboard skills, notebooks, recording equipment.
--	--	--



Abbott Community Primary School
Waves of Intervention
SEND Support



Social, Emotional and Mental Health [SEMH] needs

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

Wave 1 High Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.	Wave 2 Additional targeted interventions to allow children to work at or towards age-related expectations or above	Wave 3 Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities
<ul style="list-style-type: none"> ▪ Application of school Behaviour Policy – rules, rewards and sanctions ▪ Ongoing whole school INSET for behaviour management ▪ ‘Go-Givers’ PSHCE lessons focusing on social skills ▪ Curriculum matched to the needs of the pupils with individual, group and whole class strategies and advice for teachers ▪ Differentiated learning to target learners’ needs encompassing multi-sensory approaches ▪ Collaborative Problem Solving ▪ Visual timetables ▪ Kagan 	<ul style="list-style-type: none"> ▪ Personalised Behaviour Support Plan ▪ Temporary change of work location. ▪ Temporary use of time out. ▪ Teaching calming techniques eg: sand timer ▪ Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships, conflict resolution ▪ Anti-Bullying and Internet Safety awareness weeks and displays in class rooms ▪ Advice from Outreach ▪ Structured break and lunchtimes ▪ Social skills modelling for identified students through time with supportive adult to talk through difficult situations and strategies for conflict resolution. 	<ul style="list-style-type: none"> ▪ Consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanction ▪ Time with supportive adult to talk through difficult situations and conflict resolution. ▪ Advice and training from outside agencies, e.g. Educational Psychologist, Outreach ▪ Educational Psychologist, Outreach, Child and Adolescent Mental Health [CAMHS]. ▪ Additional planning and arrangements for transition – links with feeder schools. ▪ Revised timetable and/or adapted curriculum ▪ 1:1 Teaching Assistant ▪ Setting up of Early Help Assessment referral ▪ Structured lunchtime support



Abbott Community Primary School
Waves of Intervention
SEND Support



	<ul style="list-style-type: none">▪ Transition planning to next class/school▪ Urban Crew	<ul style="list-style-type: none">▪ Individual visual timetable▪ Work station▪ Preventative Placement at another setting
--	---	--



Abbott Community Primary School
Waves of Intervention
SEND Support



Sensory and/or Physical needs

Children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

<p>Wave 1 High Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</p>	<p>Wave 2 Additional targeted interventions to allow children to work at or towards age-related expectations or above</p>	<p>Wave 3 Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities</p>
<ul style="list-style-type: none"> ▪ Liaison with parents ▪ Notebook ▪ Pencil grips ▪ Move 'n' sit cushion ▪ Writing slopes ▪ Foot rest ▪ Appropriate classroom seating to minimise impact of visual/Hearing impairment ▪ Simple classroom modifications e.g. lighting, colour of pen on whiteboard ▪ Awareness of background noise in the room which could come from a variety of sources ▪ Access to snacks – sugar levels/energy boost ▪ Flexible teaching arrangements e.g. seating, teaching resources ▪ Care Plan 	<ul style="list-style-type: none"> ▪ Sensory needs – various tactile objects ▪ Scissor skills Fine/gross motor skills focus work ▪ External Agency involvement – Physical Sensory Support – Vision Team, Hearing Team Lesson observations – advice & strategies to teachers/students ▪ Break tasks down into small, manageable steps ▪ Additional opportunities to practice skills and concepts, opportunity for overlearning topics Regular, small groups to work on core curriculum areas ▪ Peer group awareness through PSHCE e.g. difficulties faced through being visually/hearing impaired ▪ Small group or individual sessions to implement 	<ul style="list-style-type: none"> ▪ SENCO to co-ordinate and advise on inclusive practices - INSET, Termly meetings, briefing notes etc. ▪ 1:1 individual support in classroom to facilitate access to the curriculum and address health and safety issues



Abbott Community Primary School
Waves of Intervention
SEND Support



<ul style="list-style-type: none">▪ Extra time to complete tasks▪ Leaving lessons early to avoid rush in the corridors▪ Monitoring safety in practical lessons and PEMinor modifications to buildings e.g. ramps, lines	<ul style="list-style-type: none">▪ Speech and Language targets▪ Motor skills programme▪ Typing skills (dance mat)	
--	--	--