



**Purston Infants Primary School**  
**Waves of Intervention**  
**SEND Support**



**Cognition and Learning Needs (C&L):**

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
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

<p><b>Wave 1</b> Quality First 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><b>Wave 2</b> Additional targeted interventions to allow children to work at or towards age-related expectations or above.</p>	<p><b>Wave 3</b> Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.</p>
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| <ul style="list-style-type: none"> <li>• Interactive whiteboards, Differentiated curriculum - planning and work.</li> <li>• Differentiated delivery e.g. simplified language, slower lesson pace, chunking of information, alternative resources.</li> <li>• Differentiated outcome</li> <li>• Writing frames</li> <li>• Consistent class Visual Timetable</li> <li>• Paired reading</li> <li>• Learning toolkits containing: Word banks, Number squares, Number lines</li> <li>• Floppy's phonics</li> <li>• Maths Hub</li> <li>• Individual reading</li> <li>• Collaborative group / paired work.</li> <li>• Cursive/Non Cursive Print</li> <li>• Regular SEND updates and strategies for all teachers and teaching assistants.</li> </ul> | <ul style="list-style-type: none"> <li>• Tasks modified to take account recording/writing/recognition difficulties by class teacher, small group work</li> <li>• HLTA, TA, in class support</li> <li>• Collaborative learning</li> <li>• Early Birds Club</li> <li>• Phonic booster groups – Floppy's phonics, Alien words, L 20%</li> <li>• Reading Comprehension intervention</li> <li>• Additional guided reading groups L 20%</li> <li>• Additional Individual daily reading L 20%</li> <li>• Handwriting groups (Including Teodorescu programme)</li> <li>• Fine motor skills programmes- cutting skills, pencil control skills, letter formation.</li> <li>• Writing groups- spelling and sentence structure.</li> </ul> | <ul style="list-style-type: none"> <li>• Intensive support in one or more curriculum areas:</li> <li>• Structured programme to enhance self-help skills</li> <li>• Individual/1:2 teaching to build basic literacy and numeracy skills using intervention programmes such as Rainbow Words, Numicon.</li> <li>• Individually prepared materials in one or more curriculum areas.</li> <li>• Personalised and flexible curriculums and timetables.</li> <li>• Individual workstation in and/or out of class.</li> <li>• Wakefield Progression Steps Assessment Tool</li> <li>• Advice and/or support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with the school (External agencies-</li> </ul> |
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- Maths groups (Basic skills, number recognition)

Educational Psychologists, Learning Support Service and Pre 5).

- 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.
- Additional transition.
- ICT to support presentation and reinforce learning keyboard skills, notebooks, recording equipment.

## Speech, Language and Communication Needs (SLCN):

Children may experience delay or difficulty in one or more of the following areas:

**Attention / Interaction skills:** May need regular prompts to stay on task. May have difficulties ignoring distractions. Need reminders to keep attention. May need individualised motivation in order to complete tasks. Difficulty attending in whole class or large groups. 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 poor and therefore literacy skills can be affected.

<b>Wave 1</b> Quality First 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.	<b>Wave 2</b> Additional targeted interventions to allow children to work at or towards age-related expectations or above.	<b>Wave 3</b> Additional, highly personalised interventions for a minority of children who have specific special educational needs or disabilities.
<ul style="list-style-type: none"> <li>• A language rich environment with opportunities and time to talk</li> <li>• Adult Modelling Language classroom routines</li> <li>• Teachers use pupil's name to aid re-focussing</li> <li>• Rules and expectations of the classroom</li> <li>• Differentiated curriculum delivery e.g. simplified/minimal use of language, C&amp;L focus sessions, visual timetables, structured routines and topic related words.</li> <li>• Modelling appropriate language/ responses</li> <li>• Ensuring understanding of text by encouraging pupils to re-tell/re-phrase story/text</li> <li>• Pupils with attention/interaction difficulties to be seated in the best available space.</li> <li>• Early intervention &amp; screening tool WELLCOMM</li> <li>• Increased visual aids and modelling</li> <li>• Consistent teaching approach throughout school- Clear instructions.</li> <li>• Consistent visual timetables.</li> <li>• Environmental clues ( e.g. signs, location systems)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise instructions, given one at a time with processing time factored in.</li> <li>• Activities planned to take account of the student's difficulties.</li> <li>• Games to improve language skills, e.g. memory games, vocabulary games, communication games, co-operative games.</li> <li>• Speech, Language and Communication trained TAs</li> <li>• Support where needed in other areas of the curriculum</li> <li>• Wellcomm Intervention groups.</li> <li>• Differentiation and appropriate support for pupils with English as an additional language</li> <li>• Safe environment provided for vulnerable students – Rainbow Room</li> <li>• Specific speaking and listening activities,</li> <li>• Circle time to promote and encourage, good listening and turn taking.</li> <li>• Visual cues to support meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school.</li> <li>• Referrals to the Educational Psychologist, Speech and Language Therapists, Pre 5 Services and Communication and Interaction Advisory Service.</li> <li>• Clear and concise instructions, one at a time</li> <li>• Individual, person-centred targets</li> <li>• Repetition of instructions targeting specific students to ensure understanding</li> <li>• Structured planned activities to take account of the student's speech /language difficulties.</li> <li>• Specialist language support- e.g. Makaton.</li> <li>• In and out of class support.</li> <li>• Specific set Outcomes</li> <li>• 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</li> <li>• Additional transition.</li> </ul>

**Social, Emotional and Mental Health Needs (SEMH):**

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

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

**Wave 1** Quality First 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.

- Application of school Behaviour Policy – rules, rewards and sanctions.
- Whole school reward systems.
- Ongoing whole school INSET for behaviour management.
- 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
- Consistent visual timetables.
- Team Teach philosophy and practice embedded in school for de-escalation.
- Active Learning approaches
- Brain Breaks
- PSHE
- Playground cooperative games and activities – Little Sports
- Sensory/calming resources available.

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

- Personalised Positive Behaviour Support Plan
- Temporary change of work location.
- Temporary use of time out.
- Teaching calming techniques e.g.: 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.
- Social skills modelling for identified students through time with supportive adult to talk through difficult situations and strategies for conflict resolution.
- Co-operative games and social skills groups.
- Support during unstructured times/dinners
- CAHMS class sessions
- 3 Houses work with Learning Mentors
- Setting up of Early Help Assessment referral if required.

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

- Personalised reward systems.
- Individual calming boxes.
- Positive handling plans- Team Teach.
- Individual risk assessments.
- Individual visual timetable.
- In and out of class support.
- Personalised and flexible timetables.
- 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, Child and Adolescent Mental Health [CAMHS] and Social, Emotional, Mental Health advisory teacher.
- Additional planning and arrangements for transition.
- Revised timetable and/or adapted curriculum.
- Structured lunchtime support

## Hearing, Visual and Physical (HVP):

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.

**Wave 1** Quality First 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.

- Care Plans
- Pencil grips, Wobble cushions, Writing slopes, Foot rests.
- 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 if necessary.
- Flexible teaching arrangements e.g. seating, teaching resources, extra time.
- Leaving lessons early to avoid rush in the corridors for playtime/dinner time/assemblies.
- Monitoring safety in practical lessons and PE.
- Staff aware of implications of physical impairment /medical needs.
- Staff trained in medical needs Epi pen/diabetes/ Asthma inhalers and regularly have CPD to update this training.
- Staff Paediatric first aid trained.

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

- Fine motor intervention groups- Teodorescu programme/ cutting skills.
- In class support access to resources and safety.
- Support at dinner times for safety.
- Risk assessments
- HI/VI adapted resources.
- Sensory needs – various tactile objects.
- Gross motor skills focus work.
- External Agency involvement – Physical Sensory Support – Vision Team, Hearing Team
- Lesson observations – advice & strategies to teachers/students.
- Additional opportunities to practice skills and concepts, opportunity for overlearning topics
- Peer group awareness through PSHCE e.g. difficulties faced through being visually/hearing impaired.
- Small group or individual sessions to implement.
- Staff trained in Cane techniques.

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

- Individual support in classroom to facilitate access to the curriculum and address health and safety issues.
- Children’s sensory impairment team followed up in school by intervention work on an individual or group level.
- Specialist teaching support- e.g. Touch typing/ visual devices/ sign language.
- Flexible teaching arrangements- individually adapted books/ resources.
- Occupational Therapist input and assessments
- Additional transition.
- SENCO to co-ordinate and advise on inclusive practices - INSET, Termly meetings, briefing notes etc.
- Managing Medicines cards- for children to ask and manage pain relief as advised by medical professionals.