



St. Mary's Catholic Primary School Worthing

SEND - Wave Interventions

Learn, Love, Pray

Area of need	Wave 1-Universal	Wave 2-Enhanced	Wave 3-Specialised
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning • In class TA support or targeted teacher support • LF's and Success criteria in every classroom. • Provide links to previous learning. • Plenaries-What have we learned? • Access to individual/group work • Engaging Displays • Visual timetables and other visual aids • Accessible equipment • On-going Assessment/ Tapestry in EYFS • Use of writing frames • Checklists • Whiteboards • Use of word banks • Chunking of tasks • IWB in every classroom • Provide examples pupils can refer to • Access to ICT in every classroom • Reading everyday with CT/TA • Guided reading lessons once a week. • Team teaching/modelling • Differentiated questioning • Self-initiated learning - Children choosing own challenges. • Teach self-help strategies-how to ask for help 	<ul style="list-style-type: none"> • Targeted in class support from TA • Literacy and Numeracy catch up • Individual work load management set up for individual pupil. • Phonics support • Use of additional ICT • Targeted support from Mrs Evans and Mrs Hodson 	<ul style="list-style-type: none"> • Individual Support Plan • Referral and advice from EP/ LST/LBAT • Individualised timetable • Personalised small group or one-to-one literacy/numeracy support • Precision Teaching

Communication and Interaction	<ul style="list-style-type: none"> • As above (Cognition and Learning) • Active and Engaging lessons • Structured school and class routines • Use of modified language • Slow/calm tone of voice • Children encouraged to verbalise what they need to do • Create posters of key words • Provide visuals of steps needed to complete a task • Non-verbal cues and gestures Use of symbols • Teach rhymes ,songs, mnemonics • Talk Partners 	<ul style="list-style-type: none"> • Targeted in class support with focus on • speech and language • Pre Teaching Vocaulary • Key vocabulary book • Talk Boost • Use of additional ICT • Semantic Meaning 	<ul style="list-style-type: none"> • Individual Support Plan • Referral and advice from Speech and Language Service • Referral/advice from EP • Personalised small group/ one-to-one support for language targets • Speech Therapy sessions
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school • Rules Display in every classroom • Growth Mindset • Positive praise and behaviour strategies used by all adults • Good behaviour modelled by adults • Circle time • Shining Lights Awards and House points • Worry Monster • Brain Breaks • Social Stories • Lunch-time clubs • EPR focused work • Positive handling training for staff • Pastoral carers • Celebration assembly • Certificates/Notes Home 	<ul style="list-style-type: none"> • Extra support for addressing emotional needs in the classroom • Home/School communication book • Rainbow Room • Social skills group • Art therapy classes • Play therapy • Home school support 	<ul style="list-style-type: none"> • Individual Support Plan • Referral and advice from EP/Behaviour support • Bereavement counselling • CAMHS Support • Young Carers • small group or one-to – one support • Training for staff • Individual reward system

<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • An accessible and inspiring classroom environment • Well organised classrooms planned around health and safety aspects. • Carpet spaces/Seating plans catered around physical and sensory needs of the class • Sit/wobble cushions • Writing slopes and pencil grips • Coloured paper • Movement breaks • Use of different fonts (large/bold) • Tanglers/Chewable tanglers • Theraputty 	<ul style="list-style-type: none"> • Individual visual timetables for routines • Fine/Gross motor skills practice • Dough disco • Handwriting club • Write from the start programme • In class support for supporting access/safety • Use of additional ICT • Jump Ahead 	<ul style="list-style-type: none"> • Individual Support Plan • Referral and advise from Physiotherapy/Occupational /Physical and Sensory therapy • Personalised physical and sensory programme (1:1) • Support for appropriate subjects (e.g.PE) • Sensory Diets • Occupational therapy resources and equipment catered for specific needs.
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