

Town Farm Primary School SEND Wave Interventions.

Area of need	Wave 1-Universal	Wave 2-Enhanced	Wave 3-Specialist
Cognition and Learning	Good Quality First Teaching. Broad and balanced curriculum developed in line with national expectations with a strong focus on literacy and maths. Differentiated curriculum planning taking account of all individual needs. Cross curricular learning TA support or targeted teacher support LO's and Success criteria in every classroom Links to previous learning. Lessons delivered to ensure progress Plenaries-What have we learned? Access to individual/group work Engaging Displays with questions and key vocabulary. Pupil learning displayed. Visual timetables and other visual aids around the classroom for listening and attention Accessible equipment and resources Teachers leading interventions On-going Assessment PIRA, PUMA, Extra-curricular activities including after school provision Checklists /Whiteboards Daily phonics/RWI Use of word banks, times tables mats, number lines and squares and topic vocabulary PSHE/Jigsaw programme IWB in every classroom Library	Modifications made to the classroom and school environment Structured and personalised learning programme Mind Mapping Providing means to access tasks involving reading and writing e.g., recording devices, scribes, paired working, use of laptop, coloured overlays, reading windows. Targeted in class support from TA Literacy and Numeracy catch up interventions Reading club Phonics Boost Colourful Semantics, Word Aware, Tutoring 1-1 Daily readers Use of additional ICT	AS WAVE 2 Frequent and higher-level interventions taking place e.g. Precision Teaching Toe by Toe Personalised small group or one-to-one literacy/numeracy support based on Pathway Plans 1:1 support from an TA/teacher if explicitly specified in EHC plan An individualised curriculum linking content of whole class work and learning objectives appropriate to the child Class support is personalised and individual to meet needs A high level of care and supervision Alternative work space if required e.g., work station in the classroom or outside the classroom and/or regular opportunities to work in a quiet space away from the mainstream class Exam concessions and access arrangements for exams e.g., reader, scribe, extra time. Independent skills are encouraged and taught every day. Personalised transition support is provided between year groups and across settings. Referral and advice from EP/ LLS Individualised timetable Reduced timetable

	EWO School Counsellor White Rose Maths Colourful Semantics, Word Aware Provide examples pupils can refer to Access to ICT in every classroom Reading everyday with CT/TA Guided reading lessons. Differentiated questioning Children choosing own challenges. EYFS Outdoor learning Forest School Teach self-help strategies-how to ask for help Use of peer support systems across the school Special arrangements for assessments Charity support (Delight) Text messaging home School Nurse EAL specialist TAs		
Communication and Interaction	Curriculum differentiated appropriately to take account of individual needs. (As above) Personalised learning targets for all children. Classroom and whole school environment modified to take account of communication and interaction needs. Support to promote social skills and interactions with peers. Differentiated group work as appropriate within class setting.	Modifications made to the classroom and school environment Structured and personalised learning programme Targeted in class support with focus on speech and language Teaching of specific social interaction skills and social use of language Use of language-based interventions e.g., Pre-Teaching vocabulary, Language for thinking, Colourful Semantics programme, Lego Therapy,	AS WAVE 2 Individual Support Plan (Pathway Plan) with specific targets Periods of 1:1 support for communication and interaction within the classroom if explicitly specified in EHC plan Referral and advice from Speech and Language Service Referral and advice from Freemantles Outreach service Referral/advice from EP Specialist teachers of inclusive practice may also be involved.

	Curriculum access facilitated by modification of task presentation. Positive self-esteem maintained through developing areas of strength. Staff appropriately prepare students for routine changes (e.g., change in lessons, change in activity, change in teaching staff) After school clubs and activities that can provide opportunities to reinforce children's strengths and for social communication in informal settings. Staff model appropriate social behaviour and interaction. Clear, simple and positive instructions with visual support, if necessary, e.g., visual timetable. Appropriate use of visual prompts, to show what behaviour and actions are expected. Language is given priority in planning to facilitate effective curriculum access. Use of a structured approach for tasks and activities with a clear beginning middle and end. Whole staff awareness of the implications of communication and interaction difficulties. Appropriate differentiation of spoken and written language, activities and materials in class. Structured school and class routines and visuals e.g., visual timetable, visual agenda Displays with topic vocabulary	Talk Boost/Early Talk Boost, Talk About, Use of additional ICT, Social Stories, Attention Bucket, Key vocabulary sent home at half terms, Small group work outside the classroom to address specific language, social and listening skills targets. Learning Mentors HLTA	A consistent approach to multi-sensory communication, sensory profile and sensory diet. Social awareness and skills programmes. Learning Mentors Visual approaches to develop social understanding including comic strip conversations and Social Stories. Targeted small group work to work within/outside class group as appropriate to support specific aspects of the curriculum. Specific and more frequent targeted programmes to support language on a 1:1/1:2 basis e.g., Language for thinking programme, 1:1 Speech Therapy sessions Makaton support, BSL support, PECS, Intensive Interaction
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	Use of modified language Slow/calm tone of voice Children encouraged to verbalise what they need to do Key words provided throughout the lesson Provide visuals of steps needed to complete a task Use of non-verbal cues and gestures, symbols Talk Partners Teach rhymes, songs, mnemonics to help learn, remember and apply. EAL specialist TAs		
Social, Emotional and Mental Health	Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school Rules Displayed in every classroom Staff set personalised learning targets for all children. Classroom and whole school environment modified to take account of social and emotional needs. Consistent behaviour management by all staff including regular reinforcement of positive behaviours. Appropriate differentiation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties. Rules Displayed in every classroom Soft Start Growth Mindset embedded within school Zones of Regulation	ELSA support for specific children identified and referred to. Learning Mentor intervention for specific identified children School counsellor Support to develop emotional security and sense of belonging in vulnerable pupils e.g., Helping the child feel safe and secure. Enabling the child to share control through child led activities. Asking the child to identify a safe place/space. Providing a calm/fidget box. Small group support intervention to develop social skills including skills in recognising and managing emotions Home/School communication book Sensory Room	AS WAVE 2 Individual Support Plan (Pathway Plan) Referral and advice from EP/Behaviour support. A referral to Emotional Well-being nurse. (PMHW) ELSA A level of care and supervision for individual programs - to develop social and emotional skills throughout the school day. Structured activities/quiet place at playtime/ lunchtime Bereavement support Counselling CAMHS Support Surrey Young Carers Personalise small group or 1:1 support Training for staff Individual reward system Soft Start Reduced timetable

	Positive praise and behaviour strategies used by all adults Good behaviour modelled by adults Circle time Dojos and House points Worry Monster and RAG boxes Social Stories PSHE focused work Positive touch training for specific staff Incident file Celebration assembly Certificates/phone calls Home		
Sensory and Physical	An accessible and inspiring classroom environment Well organised classrooms planned around health and safety aspects. Extra time to complete tasks. Carpet spaces/Seating plans catered around physical and sensory needs of the class Equipment and resources as recommended by therapists Sit/wobble cushions Writing slopes and pencil grips Coloured paper Movement breaks Dough disco Use of different fonts (large/bold) Tanglers/Chewable tanglers Theraputty Sensory Room Monitoring safety in PE lessons School Nurse OT Helpline	Individual visual timetables for routines Additional adult support may be required Preparation of additional curriculum materials Training and advice from specialists Surrey OT resource and therapy pack Additional time and rest breaks may need to be established as the usual way of working and recognised in exam arrangement. Fine/Gross motor skills practice Handwriting support Sensory Diets Sensory Room Use of additional ICT Completion of risk assessments and intimate care plans as required.	AS WAVE 2 Individual Support Plan (Pathway Plan) Referral and advise from Physiotherapy /Occupational /Physical and Sensory therapy/school nurse High level of support from trained TA required to access the curriculum. Personalised physical and sensory programme (1:1) Support for appropriate subjects (e.g., PE) Individual physiotherapy exercises Occupational therapy resources. Specific equipment for individual needs. Sensory Room