

Area of Need	All students, where appropriate (Wave 1)	Stage 1 and 2 students (Wave 2)	Stage 2 and EHCP students (Wave 3)	Identified Gifted and Talented students
Cognition and Learning	<p><b>Quality First Teaching.</b>            Differentiated curriculum planning, activities, delivery and outcome.            Increased visual aids/modelling etc. Multi-sensory teaching approaches.            Visual instructions for practical tasks.            Use of writing frames.            In class support from a LSA/ teacher.            Focused group work with teacher/ LSA e.g. guided reading and writing when evaluating and using AIR            Accessible, engaging and inclusive learning environment.            Sharing of good teaching strategies and practice.            Success criteria.            Aspirational Targets.            Individual Target setting.            Access to extra- curricular clubs (see timetable)            Access to school trips            Quality First Teaching            Differentiated curriculum planning and work            Differentiated delivery e.g. simplified language, slower lesson pace</p>	<p>In class support from LSA.            High frequency word games.            Multi-sensory tasks and outcomes            Differentiated curriculum            RWI fresh start phonics intervention            SNIP Dyslexia intervention            Reading box            Sentifix            SoundsWrite            Talking maths intervention            Maths and English interventions SEND and Department            Beanstalk intervention            Word shark            Number shark            Numicon            Social skills            A range of external agencies can be contacted            Where necessary extra time given in exams            Use of learning support to offer more intensive support for writing            Sum dog maths resource            Where necessary booster cushions, footrests, raised work surfaces, special pens, coloured overlays,</p>	<p>All of wave 2            Paired reading and evaluation            Peer tutoring            1:1 LSA.            Highly differentiated curriculum            Interventions for maths, English and Social skills            Where necessary reduced timetables            Where necessary tailored curriculum for an individual            Where necessary extra time given in exams            Outside agencies            Reward provision            Outreach            Taught by a teacher/trained teaching assistant in a 1: 1 situation.            Intervention based on the needs of the child.            Highly structured so that the steps in learning are small and achievable.            Intervention time-limited and designed to boost progress and help the child close the gap between themselves and</p>	<p>Further differentiated tasks.            Planning for higher level objectives.            Leadership roles            Open-ended questioning/tasks/investigations.            Gifted and talented Trips            Access to extension groups/ activities            Gifted and talented subject challenges.            Different subjects offer a variety of speciality extension opportunities            SEE INDIVIDUAL CURRICULUM DIRECTORS FOR MORE INFO ON G and T extension.</p>

	<p>Differentiated outcome e.g cartoon strip instead of written prose          Use of ICT          dictionaries/spellcheckers/w ord banks          High expectations          Seating plans          Homework          Mixed ability partnerships          Multiplication grids          Interactive displays          Number lines          Flashcards          School trips          Work matched to ability</p>	<p>coloured papers, large print work books          1:1 tuitions          Booster groups          Slavonic abacus          Dyslexic font</p>	<p>their year group          1:1 tuition          LSA small group intervention</p>	
<p>Communication and Interaction</p>	<p>Differentiated curriculum planning, activities, delivery and outcome, e.g. simplified language.          Increased visual aids/modelling etc.          Use of symbols.          Structured class routines.          Use of link books to record HW          Access to extra curricular clubs (see timetable)          Access to school trips          Quality First Teaching          Differentiated curriculum planning and work          Differentiated delivery e.g. simplified language, slower lesson pace</p>	<p>In class support from LSA with some focus on supporting speech and language, use of technical words and spelling.          Use of link books to record HW          Differentiated curriculum interventions SEND department and 1:1          Social skills          A range of external agencies can be contacted          Where necessary extra time given in exams          Use of learning support to offer more intensive support for writing/ communicating activities</p>	<p>All of wave 2          Talking Partners          Use of link books to record HW          Intervention during lesson based on needs of the child. Highly structured tasks so that the steps in learning are small and achievable          ICT – Writing with Symbols          Use of link books to record HW          1:1 LSA.          Highly differentiated curriculum          Interventions for Social skills</p>	<p>Opportunities to lead focused group discussion and interaction work.          Opportunities to support younger pupils and peers.          Leadership roles</p>

	<p>Differentiated outcome e.g cartoon strip instead of written prose          Use of ICT          Illustrated dictionaries/spellcheckers/word banks          Use of writing frames          High expectations          Seating plans          Homework          Mixed ability partnerships          Multiplication grids          Interactive displays          Number lines          Flashcards          School trips          Work matched to ability</p>	<p>Where necessary booster cushions, footrests, raised work surfaces, special pens, coloured overlays, coloured papers, large print work books          1:1 tuitions          Booster groups          Extra support at lunchtimes and break times.</p>	<p>Where necessary reduced timetables          Where necessary tailored curriculum for an individual          Where necessary extra time given in exams          Outside agencies          Reward provision          Outreach          Taught by a teacher/trained teaching assistant in a 1: 1 situation.          Intervention based on the needs of the child.          1:1 tuition          LSA small group intervention</p>	
<p>Social Emotional and Mental Health.</p>	<p>Whole school behaviour policy          Whole school/class rules          Class reward and sanction systems          Display of work around school.          Access to extracurricular clubs (see timetable)          Encouraging independence.          Encouraging asking for clarification of tasks if needed.          Access to school trips          Quality First Teaching          Differentiated curriculum</p>	<p>Small group working          Group reward system          Support for unstructured activities          Differentiated curriculum          Interventions SEND Department 1:1 and group.          Social skills          A range of external agencies can be contacted          Where necessary extra time given in exams          Use of learning support to offer more intensive support for writing/</p>	<p>All of wave 2          Individual reward system          Paired reading and evaluation          Peer tutoring          1:1 LSA.          Highly differentiated curriculum          Interventions Social skills          Where necessary reduced timetables          Where necessary tailored curriculum for an individual          Where necessary extra time given in exams</p>	<p>Opportunities to support younger pupils and peers.          Peer Mentoring.</p>

	<p>planning and work Differentiated delivery e.g. simplified language, slower lesson pace Differentiated outcome e.g. cartoon strip instead of written prose Use of ICT Increased use of visual aids Illustrated dictionaries/spellcheckers/word banks Use of writing frames High expectations Seating plans Homework Mixed ability partnerships Multiplication grids Interactive displays Number lines Flashcards School trips Work matched to ability</p>	<p>communicating/tasks Where necessary booster cushions, footrests, raised work surfaces, special pens, coloured overlays, coloured papers, large print work books 1:1 tuitions Booster groups Extra support at lunchtimes and break times</p>	<p>Outside agencies Reward provision Outreach Taught by a teacher/trained teaching assistant in a 1: 1 situation. Intervention based on the needs of the child. 1:1 tuition LSA small group intervention</p>	
<p>Sensory and Physical</p>	<p>Flexible teaching arrangements. Staff aware of impairment. Uses of pencil grips. Modified worksheets. Access to extra curricular clubs (see timetable) Access to school trips Quality First Teaching Differentiated curriculum planning and work Differentiated delivery e.g.</p>	<p>Access to equipment, eg sloping boards, pencil grips, easy to hold scissors, food equipment. Differentiated curriculum where appropriate Motor skills groups fine and gross. Motor skills 1:1 small group sessions Social skills A range of external</p>	<p>All of wave 2 Motor skills focus in some SoW Keyboard skills focus (music) Individual support in class Access to ICT if possible. Paired reading and evaluation Peer tutoring 1:1 LSA.</p>	<p>Access to extra – curricular activities Further differentiation. Leading activities.</p>

	<p>simplified language, slower lesson pace          Differentiated outcome e.g cartoon strip instead of written prose          Use of ICT          Increased use of visual aids          Illustrated dictionaries/spellcheckers/word banks          Use of writing frames          High expectations          Seating plans          Homework          Mixed ability partnerships          Multiplication grids          Interactive displays          Number lines          Flashcards          School trips          Work matched to ability</p>	<p>agencies can be contacted          Where necessary extra time given in exams          Use of learning support to offer more intensive support for writing          Where necessary booster cushions, footrests, raised work surfaces, special pens, coloured overlays, coloured papers, large print work books          1:1 tuitions          Booster groups          Dyslexic font          Extra support at lunchtimes and breaktimes.</p>	<p>Highly differentiated curriculum          Interventions for motor skills (fine and gross)          Where necessary reduced timetables          Where necessary tailored curriculum for an individual          Where necessary extra time given in exams          Outside agencies          Reward provision          Outreach          Taught by a teacher/trained teaching assistant in a 1: 1 situation.          Intervention based on the needs of the child.          1:1 tuition          LSA small group intervention</p>	
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