



St. Anne's Catholic Primary School,

Free Prae Rd., Chertsey, Surrey. KT16 8ET

Head: Mrs I. Harris 01932 562251

Waves of support:

Wave 1 Intervention

Year Groups	Cognition and Learning	Communication and Interaction	Sensory & Physical	Social, Emotional & Mental Health
<p>Whole school Policy</p>	<ul style="list-style-type: none"> • Good use of LSAs • SEMHS support • Regular Meetings with STIP Teachers • Regular Meetings with STIP Teachers • Visual timetables • Word mats • Differentiated tasks including the more able - questions, resources, roles, outcomes, modelling and use of LSAs • Colourful and interactive displays. • Task boards • Groupings - mixed / ability • EAL support in planning • Personal targets and next steps • Skilled teacher questioning • Individual whiteboard and pens • Guided reading • Interactive, learning displays. • Bench marking - reading • b and d cards 	<ul style="list-style-type: none"> • Regular meetings with parents. • Visual timetables • Use of visual support • Regular Meetings with Speech & Language Service • SEMHS Support • Open door policy • Good communication with parents • Varied use of ICT - Interactive whiteboards, visualiser, laptops, tablets, subscription to 'My Maths' and Virtual Learning Environment • Time to process information • Child-friendly language. • Word mats. • Task boards • Varied recording techniques (mind maps, use of tablets, photos, dicta phone) • Individual whiteboard and pens • Marking symbols, peer-marking, self-assessment and traffic light. • 	<ul style="list-style-type: none"> • Staff trained in first aid. • Window blinds • Staff trained in HI • SEMHS support • Resources to meet needs • Good contact with OT outreach for support & advice • HI differentiation to meet needs • High support at Universal Level 	<ul style="list-style-type: none"> • All staff anxiety support trained by EP • Mental Health Champion • SEMHS support • Close partnership with CAMHS primary Health Care Workers • Merits • Seating positions of children • LSAs positions • Circle-time • School council (Y1 onwards) • Playground games • Risk assessment • SEAL/RSE • Symbol prompt cards • Tailored programmes • Referrals and support • Early help Referrals • High school support at Universal level



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	<ul style="list-style-type: none"> • Clozed procedures 			
Early Years	<ul style="list-style-type: none"> • Comprehensive annual transition meetings with nursery settings. • Visual timetable • EYS & Well Comm assessment • Differentiated phonics groups. • Speech and language support • Oracy groups • ELSA Groups • Ability carpet positions • Small groups for literacy and numeracy depending on abilities. • Alphabet cards to aid writing. • Adult writes in yellow pen for less able to write over. • Number lines for maths. 	<ul style="list-style-type: none"> • Reading workshop for parents • Phonics teaching support to parents • Visual timetable • Use of Early Years SLT pack • Use of Makaton • EAL support via STIP Teachers/REMA 	<ul style="list-style-type: none"> • Pegs and pegboards to help improve fine motor skills • Green dots to encourage them to start writing in the appropriate place. • Sand to practice writing. • Tactile resources for letter formation. • Chalk • Play doh games • Use of Early Years OT pack 	<ul style="list-style-type: none"> • Role-play area with dress up. • ELSA groups • Emotional developmental teaching • Spontaneous Praise • Close home and school contact
Key Stage 1	<ul style="list-style-type: none"> • Comprehensive annual transition meetings. • Differentiated phonics groups 	<ul style="list-style-type: none"> • Child friendly self-assessment strategies (traffic lights / thumbs up) • Child specific marking and 	<ul style="list-style-type: none"> • Additional fine motor support: threading beads, sewing cards, multilink, play dough. 	<ul style="list-style-type: none"> • Named carpet position • Special buddy schemes • RSE <ul style="list-style-type: none"> • Anxiety support



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	<ul style="list-style-type: none"> • Letter formation and handwriting joins. • Spelling groups • 100 square • Additional numeracy groups for lower set. 	<p>feedback (peer, marking, verbal feedback, silent marking, marking symbols)</p>	<ul style="list-style-type: none"> • Different colour stop and go pens. • Tactile resources for letter formation. • 	
Lower Key Stage 2	<ul style="list-style-type: none"> • Comprehensive annual transition meetings. • Dyslexic friendly spelling and labels • Spelling groups • Accelerated reading scheme • Spelling Shed • My Maths • Power maths 	<ul style="list-style-type: none"> • Talking partners • Pre-teaching vocabulary • Child friendly self-assessment strategies (traffic lights / thumbs up) • Child specific marking and feedback (peer, marking, verbal feedback, silent marking, marking symbols) • Clear and concise success criteria. 	<ul style="list-style-type: none"> • Brain gym/movement breaks • Pastel backgrounds on whiteboards • Seating positions of children. • Calming music • Y3 - tactile resources for letter formation. 	<ul style="list-style-type: none"> • Peer mentors • Y3 buddy with Y5 • RSE • All as whole school policy
Upper Key Stage 2	<ul style="list-style-type: none"> • Comprehensive annual transition meetings with secondary settings. • Year 6 - additional teacher for literacy and numeracy groups • Reading groups for those who don't read at home. • Accelerated reading scheme • Spelling Shed • My Maths 	<ul style="list-style-type: none"> • Talking partners • Pre-teaching vocabulary • Time to process information • Child-friendly language. • Word mats. • Task boards • Child friendly self-assessment strategies (traffic lights / thumbs up) • Child specific marking and feedback (peer, marking, 		<ul style="list-style-type: none"> • Peer mentors • Reward days • Reward tokens • Y5 buddy with Y3. • Pupil duties



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		verbal feedback, silent marking, marking symbols) • Clear and concise success criteria. • Child-friendly and informative homework diaries		

Wave 2 Intervention

Year Groups	Cognition and Learning	Communication and Interaction	Sensory & Physical	Behaviour, social and emotional
Whole school	<ul style="list-style-type: none"> • EAL support within quality first Wave 1 Teaching • Language support- staff trained • Language gap • Talkabout pictures • Blacksheep press activities • Tracks literacy • Specific programmes for individual children e.g. time concepts. • Looking and thinking • Language for thinking • Group speech and language programme • Teaching Children to Listen 	<ul style="list-style-type: none"> • Excellent liaison without side agencies. • Staff meetings to support SLCN • Vocabulary support • Word banks and cards • Now and next boards • Review IEP's with parents termly. • Sequencing - pictures /text • Semantic links • Time to Talk • Now/Next • Task Boards 	<ul style="list-style-type: none"> • Pencil grips and specialised pens. • Handwriting / Fine motor support groups - OT handies and fizzies, • Teodorsu motor programme. • Lap snakes • Sensory cushions • Hand strengthening resources. • Slanting writing boards • Coloured overlays • Cutting skills activities • Pencil control 	<ul style="list-style-type: none"> • Individualised support plans tailored to motivate children • Books for behaviour modification. • Emotional literacy • Risk management • Behaviour sorting • ELSA • Stress relief resources Classroom strategies for attention difficulties - fiddle toys, sand timers.



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			<p>activities</p> <ul style="list-style-type: none"> • Pincer grip activities • Footstools • Group OT programmes 	
Early Years	<ul style="list-style-type: none"> • Phonics booster group • Number booster group • Blending / reading booster groups • Time to Talk 			
Key Stage 1	<ul style="list-style-type: none"> • High frequency word and phonic sound cards. • Specific reading scheme • Black sheet resources for word finding and sequencing. • Language and thinking resources 	<ul style="list-style-type: none"> • Specific pre-teach vocabulary groups 	<ul style="list-style-type: none"> • Sensory cushions 	
Lower Key Stage 2	<ul style="list-style-type: none"> • Pre vocabulary for maths words • Reading support schemes • Write Words 	<ul style="list-style-type: none"> • Language for thinking • Specific pre-teach vocabulary groups 	<ul style="list-style-type: none"> • Handwriting support 	<p>ELSA support Motivators to individual need Anxiety support Additional Meetings</p>
Upper Key Stage 2	<ul style="list-style-type: none"> • Reading inference group. • Reading support schemes • Reading Between the lines • Write words 	<ul style="list-style-type: none"> • Specific pre-teach vocabulary groups • Language for thinking 	<ul style="list-style-type: none"> • Touch typing • Fine motor group 	<p>ELSA support Motivators to individual need Anxiety support Additional Meetings</p>



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Wave 3 Intervention

Year Groups	Cognition and Learning	Communication and Interaction	Sensory & Physical	Behaviour, social and emotional
Whole school	<ul style="list-style-type: none"> • Work station - TEACCH • Specific programmes for individual children e.g. time concepts. • Looking and thinking • Language for thinking • 1:1 speech and language programme • Tracks Literacy • 	<ul style="list-style-type: none"> • Individual visual timetables • Talkabout pictures • Blacksheep press activities • Language gap /Rhodes to Language • Sequencing - pictures /text • Semantic links • Articulation support 	<ul style="list-style-type: none"> • Comprehensive medical care plans. • Staff trained in issuing Epi-pens. • Individual OT programme. • Ear defenders • Weighted Jackets • Reasonable adjustments 	SEMHS support as required <ul style="list-style-type: none"> • Drawing and talking • Circle of friends • School councillor • Free Mantle Outreach • Behaviour sorting • ASD - individual resources and strategies e.g. TEACCH programme. • ELSA
Early Years				
Key Stage 1	<ul style="list-style-type: none"> • Language for writing programme • Specific reading scheme • Black sheet resources for word finding and sequencing. • Language and thinking resources 			
Lower Key Stage 2	<ul style="list-style-type: none"> • Reading support schemes 	<ul style="list-style-type: none"> • Language for thinking • Clicker 8 • Semantic links • Individual support plans • Pre teaching vocabulary and concepts 		



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<p>Upper Key Stage 2</p>	<ul style="list-style-type: none"> • Tracks literacy • Language for writing programme • Reading support schemes • Individual Maths support programmes 	<ul style="list-style-type: none"> • Language for Thinking • Clicker 8 • Vocabulary mats and Golden Books • Pre Teaching Vocabulary and concepts 		<ul style="list-style-type: none"> • Anger management support • Anxiety support • ACES support • School Counsellor • Individual support plans • Social interaction support • Speaking and Listening
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Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.