



## Hagley Primary School Waved Interventions

Wave One	Wave Two	Wave Three
<ul style="list-style-type: none"> <li>• Whole school Quality First Teaching</li> <li>• Letters and Sounds and Bug Club</li> <li>• Rapid Reading available in class and at home</li> <li>• Language Link screening of all children on entry and in KS2</li> <li>• Emotional literacy and social skills development using Jigsaw</li> <li>• Mainstream class or set with inclusive planning and clear use of objectives and success criteria, content and pace differentiated according to need</li> <li>• Regular reviews take place of how pupils are grouped for learning</li> <li>• Considered deployment of teaching assistants</li> <li>• Flexible groupings used with a targeted focus on learning, monitored through measureable targets</li> <li>• Challenge and modelling within classrooms to develop learning</li> <li>• Physical organisation of classroom adapted</li> <li>• Classroom methodically organised and conducive to good learning - clearly labelled resources available including word banks, dictionaries, Maths toolkits, left handed equipment etc.</li> <li>• Clear rules, rewards and sanctions</li> <li>• Visual timetables (KS1)</li> <li>• Range of methods for recording work across all subjects e.g., talk for writing, oral, pictures, photographs, drama, use of ICT etc.</li> <li>• Access to SENCo</li> <li>• Use of talk partners, peer and self-assessment</li> <li>• Pre-tutoring and display of vocabulary</li> <li>• Thinking Skills activities and brain breaks</li> <li>• Identification of difficulties is embedded</li> <li>• Effective tracking of pupils</li> <li>• Pastoral support effectively embedded</li> <li>• Attendance monitored carefully</li> <li>• Teachers take account of how different pupils learn and amend presentation accordingly</li> <li>• Health care plans in place</li> </ul>	<ul style="list-style-type: none"> <li>• Daily access to small group teaching for English and Maths, sometimes tracking back to fill gaps</li> <li>• Individual teaching programmes delivered in short sessions according to need</li> <li>• Some 1:1 work outside the classroom</li> <li>• Low stimulus work areas in place</li> <li>• Quiet area available with known staff</li> <li>• Teacher mentor/counselling</li> <li>• Additional adults directed by teachers, and access to training to enhance professional development and be confident with pupil's individualised targets and assessing pupil progress</li> <li>• Intervention programmes delivered: phonics, gross/fine motor, Talkabout, Write Dance, Smart Moves, Clever Fingers, Memory Fix etc.</li> <li>• Social skills 1:1 and group work</li> <li>• Anger management/emotional literacy sessions</li> <li>• Use of circle time to reinforce expectations</li> <li>• Teaching Assistants well deployed to support access to learning in mainstream lessons</li> <li>• Pre-lesson introduction to key points, content and concepts</li> <li>• Pastoral Support Plans are introduced for pupils in danger of escalated concern</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching to meet individual targets</li> <li>• Increasing adult:child ratio</li> <li>• Assessment and support programmes from external agencies (1:1 or group delivery) e.g. Educational Psychology, Speech and Language, Occupational Therapy, Physiotherapy, Access &amp; Inclusion, Children's Services, Health professionals, Visual Impairment Team, Hearing Impairment Team, Early Intervention Family Support</li> <li>• 1:1 programmes – Pegs to Paper, Jimbofun, Pindora's Box etc.</li> <li>• Increased access to ICT for recording</li> <li>• Electronic held spell checkers, key word lists</li> <li>• Individual TA support to enable access to broad curriculum</li> <li>• Individual programmes of study to fill gaps</li> <li>• English as an Additional Language individual support</li> <li>• Home/School diaries and communication books</li> <li>• Access to 'Nurture Group' available (KS2) to reduce anxieties associated with learning and support social and emotional development</li> <li>• Multi-agency approach to extra support</li> <li>• Supervision in play/lunchtimes to assist social interaction, independence, play and emotional well-being</li> <li>• Flexible personalised timetables may include a reduced timetable</li> <li>• Provision of additional adult support up to 20 hours per week</li> </ul>