

Our Lady of Lourdes RC Primary School



School Offer – Waves of Intervention

Area of Need	WAVE 1 Universal – Whole Class Teaching	WAVE 2 (SEN) Targeted Group Interventions	WAVE 3 Child with an Education and Health Care Plan (EHCP) Targeted 1:1/Small Group Interventions
Communication and Interaction	• Differentiated curriculum planning, activities, delivery and outcomes • Developing listening and attention skills • Visual timetables • Use of symbols • Flexible grouping arrangements • Peer support systems • Social support in the playground • Access to Computing • Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	• In class support with focus on supporting Speech and Language	• Small group or 1:1 support for language skills • Social skills group • Advice/support from Speech and Language, Educational Psychologist, specialist teacher, Ladywood Outreach • Ladywood schemes of work related to P Scales
Cognition and learning	• Developing listening and attention skills • Practical work with concrete/visual materials to establish concepts and skills • In class TA support • Teacher/TA modelling • Increased visual aids/ modelling • Visual timetables • Use of writing frames • Access to Computing • Guided reading within lessons • Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	• Reciprocal reading • In class support from TA • Springboard and FLS • Booster lessons • Guided reading within lessons	• Small group or 1:1 for English and Mathematics • ‘Toe by Toe’ • Computer programmes • Advice from Educational Psychologist/FOCUS teacher • Advice/support from Ladywood Outreach • Ladywood schemes of work linked to P Scales

Social, emotional and mental health	• School Behaviour Policy • School rules/Class rules • Reward and sanctions system • Circle time • Assemblies • School Masses • Nurture Time/Club • PHSCE focused work • Social and Emotional aspects of Learning (SEAL) • Extra-curricular clubs • Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	• Individual reward/sanction systems • Support during lunchtimes • TA support in class for supporting behaviour targets, access and safety • Open door policy	• Small group or 1:1 support for social skills • Individual support or mentoring • Individual reward system • Time out • Advice from Behaviour support, Educational Psychologist • Referrals to CAHMS via school nurse • Parent behaviour groups, Triple P and Webster Stratton
Sensory and/or physical	• Flexible teaching arrangements • Staff aware of difficulties • Physical activity – variety of equipment • EYFS outdoor provision • Adventure Trail • 2 hrs. of PE a week • Variety of extra-curricular activities • Risk assessment undertaken to identify and remove barriers for participation in school trips and extra-curricular activities	• Additional fine motor skills practice • In class support for supporting access, safety • Writing slopes • Pencil grips • Tripod pencils • Writing/reading overlays	• Individual support in class for appropriate subjects e.g. Science, P.E • Occupational Therapy input • Use of appropriate resources • Advice from relevant agencies