

St Cuthbert's Waves Intervention

Wave 1

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.

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
<ul style="list-style-type: none"> • Assessment for learning • Differentiated curriculum planning and learning • Differentiated delivery e.g simplified language and varied lesson pace • Differentiated outcome e.g pictorial representation instead of written prose and use of ICT • Increased visual aids, modelling etc; • Visual timetables • Illustrated dictionaries and spellcheckers • Use of writing frames • Use of visual resources (toolkits) • Differentiated word banks • Brain gym/movement breaks (Gonoodle) • Differentiated targets • Differentiated next steps • Differentiated success criteria • Flexible grouping • Response to marking • Talk partners considered to encourage a good role model • Taskboards • Outdoor learning • Extra-curricular activities • Parent meetings and workshops 	<ul style="list-style-type: none"> • Learning objectives • Learning platform e.g school newsletter, class blogs • Response to marking • Home school planner (KS2) • Reading record (KS1) • Circle time • Chunking instructions • Repeating back • Modelling • Talking partners • Visual prompts • Class visual timetable • Regular review of seating arrangements • Pre learning of key vocabulary • Parent meetings/workshops 	<ul style="list-style-type: none"> • Flexible teaching arrangements e.g searing, pupil being able to move at will to access lesson • Teacher is aware of implications of sensory and physical impairment e.g not covering mouth when talking to pupils with hearing impairment, light implications for visually impaired and lip readers • Availability of resources e.g writing slopes/matt laminates/wobble cushion and pencil grips/fiddle toys/putty • Suitable furniture and space • Easy access to resources • Appropriate lighting • Visual prompts • Outdoor learning • Teacher faces children when speaking • Regular movement breaks – length of activities age appropriate • Motor development supported through PE curriculum • Specific developmental handwriting program across the school • Interactive whiteboards/touchscreens in all classes • Extra-curricular activities 	<ul style="list-style-type: none"> • Multi-sensory teaching • Class agreements and anti-bullying charter displayed in every classroom • Clear reward system • Seating plan that promotes learning • Visual timetable • Talking partners • Circle time • Assemblies that focus on specific issues • Peer mediators at lunchtime • Differentiated expectations of ability • Relevant training for school staff • Extra-curricular activities • School Council – pupil voice

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Wave 2

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.

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
<ul style="list-style-type: none"> • In class Teaching Assistant to support differentiated learning • In class Teaching Assistant English and Numeracy catch-up programmes • Same day intervention in English and Maths • Talking partners • Booster groups • Fine Motor skills groups • Social skills groups • Phonological awareness programme • Support from Learning and Language • Support from Speech and Language (LLS) • Therapy and Educational (SaLT) • Educational Psychologist 	<ul style="list-style-type: none"> • In class Teaching Assistant to support and aid the delivery of targets, pre-teaching vocabulary, visual aids and support groups • Talking partners • Social skills groups • PECS 	<ul style="list-style-type: none"> • Handwriting and/or fine motor programmes, gross motor programme, touch typing programmes • Dyslexia friendly fonts/colour • Modified tasks to take into account difficulties; further differentiation • Sensory perception difficulties seating arrangements • Move first /last in class • Adapted equipment (pencil grips, sit and move cushions, writing slopes etc.) • Fiddle toy • Sitting spot • OT Handies and vizzies • Coloured overlays • Talking points • Exam access arrangements • External agency involvement including Health, PSSS, VI, HI 	<ul style="list-style-type: none"> • Modified tasks to take into account difficulties; further differentiation • Behaviour mentor • Group interventions • Time out card • Transition groups • Socially speaking • Fiddle toy • Lunchtime groups • Drawing and talking therapy • Social stories • Transition groups • Nurture and social skills groups • Anger management support groups • ELSA • Adult mentor/Learning mentor • Risk management • Separate work stations (IR) • Anti-bullying policy and process • Exam access arrangements • External agency involvement including CAMHS, Paediatrics, BSS, REMA • Teaching assistants supporting play initiatives • Play Leaders and Peer mediators support clubs • Daily check ins – How was your day?

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Wave 3

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.

All interventions in wave 1 & 2 can be accessed in wave 3

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
<ul style="list-style-type: none"> • 1:1 precision teaching for Literacy and Maths • 1:1 Maths and English support • Flexible timetable • Individual arrangements for SATS • Dyslexia programme e.g Toe by Toe • Use of ICT (individual laptop) • Support from Speech and Language • Therapy (SaLT), Occupational Therapy • Learning and Language support • Behaviour Support (BS) • Educational Psychologist • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • 1:1 speech therapy sessions-delivered by Speech Therapist and/or TA • Individual arrangements for SATs • Visual timetable/task organiser • Use of ICT • Support from Speech and Language • Therapy (SaLT), Occupational Therapy • Learning and Language support • Behaviour Support (BS) • Educational Psychologist • Additional planning and arrangements for transition 	<ul style="list-style-type: none"> • 1:1 individual support in class to facilitate access to curriculum e.g enlargement and adaptation of learning materials • Individual arrangements for SATs • Support from Speech and Language • Therapy (SaLT) • Occupational Therapy (OT) • Movement breaks • Training for all staff where appropriate for physical disabilities • Specialised equipment for VI, HI, PD • Intimate care plan 	<ul style="list-style-type: none"> • Behaviour plan/Risk assessment • Pastoral support meetings • Team Around the family (TAF) • 1:1 individual support in class to facilitate access to curriculum and/or social situations • CAMHS support (Child and Adolescent Mental Health Services) • Ongoing support from Educational Psychologist • Personalised social stories • 1:1 support • Drawing and Talking programme • Additional planning and arrangements for transition • Flexible timetabling