



Quality First at St Thomas of Canterbury

Waves of Intervention, an Introduction

The provision map below (which is divided into the four SEN areas of need) outlines how we provide for SEN at St Thomas of Canterbury School.

Wave 1 provisions are part of our day-to-day quality inclusive teaching.

Wave 2 provisions are additional short term interventions, often provided to groups of pupils with similar needs, aimed at accelerating the progress of individuals in order for them to 'catch up' with their peers.

Wave 3 provisions are targeted personalised interventions, enabling each child to achieve their potential.

Wave 1:

Wave 1 interventions are those that are there for all children; the effective inclusion of all pupils in high-quality everyday personalised learning. 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 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 support with their learning or behaviour.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, mental and emotional health needs
<u>Wave 1</u> <ul style="list-style-type: none">Quality First differentiated teachingBroad, balanced and creative topic-based curriculumPupils understand what they are learning through shared learning objectivesAFI enables all children to recognise their successes and next stepsPupils are encouraged to develop a growth mind-setChildren self-select	<u>Wave 1</u> <ul style="list-style-type: none">Key vocabulary displayedTopic vocabulary sent homeTalking partnersTrays and resources clearly labelledExtra-curricular opportunities provide children with a range of communication opportunities (eg after school clubs, class assemblies, school and class councils, eco warriors, school productions etc.)The EAL register ensures children with EAL are identified and	<u>Wave 1</u> <ul style="list-style-type: none">Weekly handwriting practiceMulti-sensory teaching in KS1Opportunities for visual, auditory and kinaesthetic learners.We have accessible toilets, fully accessible classrooms, lift for stairs into Infant Hall, personalised trays and coat pegs.There is access to drinking water, tissues and spare clothing.There is a large outdoor space, including a multi-use games area, playground with trim	<u>Wave 1</u> <ul style="list-style-type: none">At St Thomas' we provide a calm, secure, happy learning environment with caring, approachable staffWhole school behaviour policy is based on positive behaviour and disciplineLearning Charter andLearning Ladder displayedGolden Rules were generated by the children and are discussed in assemblies and in classesPlayground Play LeadersClass Reward systemPositive handlingCircle time



<p>challenges and are encouraged to work in their “challenge zone”</p> <ul style="list-style-type: none">• Variety of teaching styles used; visual, auditory, kinaesthetic• TAs used effectively to support learning• Clear targets for core subjects• Interactive displays show the learning journey, key vocabulary, prompts and visual images to enhance learning• Resources are available in the classroom to support and scaffold pupils’ learning (including word banks of key of high frequency words, mathematical manipulatives, writing frames etc.)	<p>given appropriate support.</p>	<p>trail, and outdoor learning areas including gardening areas, pond and playing field.</p>	<ul style="list-style-type: none">• Roll of Honour• Playground equipment• PSHE curriculum provides pupils opportunities to learn about behaviour, values, relationships and health and safety• Playtimes are supported by high quality supervision and year 6 play leaders help to facilitate play• There are friendship benches• All staff have attended “safeguarding” courses and are committed to child protection• Children are supported through transitions from one year group to another and from year 6 to KS3 <div>Transition</div> <ul style="list-style-type: none">• Children prepared for their next class/ phase by current class teacher• Transition Day for children to spend day in their new class with their new teacher• Thorough transfer of information from the class teacher to the new teacher
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Wave 2:

Wave 2 interventions are small-group interventions for children who can be expected to 'catch up' with their peers as a result of the intervention - that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEN interventions.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, mental and emotional health needs
<u>Wave 2</u> Wave 1 + <ul style="list-style-type: none">• Focussed teaching• Daily reading• Clicker 5• Coloured reading rulers• Snap maths• FirstClass@Number 1• Success @ arithmetic• Write Away• Read Write Inc• Phonics groups• Individual visual timetables• EYFS Numeracy group• EYFS Phonics group	<u>Wave 2</u> Wave 1 + <ul style="list-style-type: none">• Time to process information• Time to talk• Social skills groups• Instructions repeated/checked before a child starts a task• EYFS speech and language group• Speech and Language support	<u>Wave 2</u> Wave 1 + <ul style="list-style-type: none">• Pencil grips• Wobble cushions• Time out• Fiddle toys• Write dance• Jump Ahead• Touch typing• Additional handwriting practice groups	<u>Wave 2</u> Wave 1 + <ul style="list-style-type: none">• ELSA intervention• Social Skills groups• Individual reward system• Social stories <div>Transition Additional time in new class/ phase</div>



Wave 3:

Specific targeted intervention for individual children identified as requiring SEN support are our Wave 3 interventions. Children at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Children receiving Wave Three support will often be placed on the Code of Practice.

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, mental and emotional health needs
<u>Wave 3</u> Wave 2 + <ul style="list-style-type: none"> Now and next board Toe by toe Precision teaching Laptops 	<u>Wave 3</u> Wave 2 + <ul style="list-style-type: none"> Speech and Language support from speech and Language specialist TA 	<u>Wave 3</u> Wave 2 + <ul style="list-style-type: none"> Sensory room OT programmes implemented 	<u>Wave 3</u> Wave 2 + <ul style="list-style-type: none"> Support from Home School Link worker 1:1 support for engagement, attention and behaviour Additional lunch time support Work station The Incredible 5 point scale for anger management
			Transition <ul style="list-style-type: none"> Senco involvement in transfer of information meetings Senco part of parent teacher consultations Social stories Photographs of new teacher and classroom to have for the summer break Year 5 Review meetings held for children with statements/ EHCPs At secondary transfer pupils have additional support organised through Surrey