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| **EYFS** |
| **Area of Need** | **Wave 1** | **Wave 2** | **Wave 3** |
| **Cognition and Learning** | * Quality first, multisensory teaching
* Differentiated teaching groups for Phonics, Literacy & Numeracy
* Differentiated challenges within continuous provision
 | * Small group booster groups for Phonics, literacy & numeracy
* Precision teaching
 | * 1:1 individualised phonics, literacy or numeracy support
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Communication and Interaction** | * Small group circle time
* Opportunities for developing communication and interaction within continuous provision time
 | * Wellcomm speech & language interventions
* Referral to Speech & Language therapy service and implementation of programme
* Time to Talk / Socially Speaking
 | * 1:1 classroom support for social communication needs
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Social, Emotional and Mental Health**  | * Positive behaviour management strategies and clear expectations
* Key person circle times
* Use of PSHE resources
 | * Small group nurture groups
* Social skills partner work
* Talkabout intervention- self esteem
 | * 1:1 nurture sessions with key person
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Physical and Sensory** | * Multisensory teaching
* Accessible indoor and outdoor areas
* Fine motor skills provision including differentiated scissors and writing resources
* Funky fingers/ Finger gym
 | * Small group fine motor skills and letter formation groups
* Gross motor skills group
 | * Use of adapted resources as appropriate
* 1:1 support to access curriculum as appropriate
* A School Support/ Additional Support plan outlining individualised strategies
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| **Key Stage 1** |
| **Area of Need** | **Wave 1** | **Wave 2** | **Wave 3** |
| **Cognition and Learning** | * Quality first, multisensory teaching
* Differentiated teaching groups for Phonics, English & Maths
* Availability of resources such as coloured overlays, enlarged text or tinted paper
* Teaching & Learning strategies
 | * Small group booster groups for Phonics, English & Maths 1:4 or 1:6 2 x 20 mins per week
* Starspell computer program 4 x 10 mins per week
* IDL computer program 3 x 20 mins per week – English & Maths & access at home
* RM Maths/ Bondbuilder computer program 4 x 10 mins per week
* Additional guided reading in small groups or individually 4 x 15 mins per week.
* 1:1 use of Numberbox activities 4 x 10 mins per week
* Precision teaching
* Spellingframe https://spellingframe.co.uk/
 | * 1:1 individualised phonics, English or Maths support 3 x 20 mins per week
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Communication and Interaction** | * Small group circle time
* Teaching & Learning strategies
* Visual timetable
* Opportunities for developing communication & interaction within teaching time
 | * Wellcomm speech & language interventions
* Referral to Speech & Language therapy service and implementation of programme
* Social skills group 1:6 1 x 30 mins per week
* Lego therapy
* Time to Talk / Socially Speaking
 | * 1:1 classroom support for social communication needs
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Social, Emotional and Mental Health**  | * Positive behaviour management strategies and clear expectations
* Use of PSHE resources
 | * Small group nurture groups
* Social skills partner work
* Lego therapy
* Talkabout intervention- self esteem
 | * 1:1 nurture sessions with key person/ Learning mentor 2 x 20 mins per week or as required
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Physical and Sensory** | * Multisensory teaching
* Fine motor skills provision including differentiated scissors and writing resources
 | * Small group fine motor skills and letter formation groups 2 x 20 mins per week
* Gross motor skills group
 | * Use of adapted resources as appropriate
* 1:1 support to access curriculum as appropriate
* School Support/ Additional Support plan outlining individualised strategies
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| **Key Stage 2** |
| **Area of Need** | **Wave 1** | **Wave 2** | **Wave 3** |
| **Cognition and Learning** | * Quality first, multisensory teaching
* Differentiated teaching groups for Phonics, English & Maths
* Availability of resources such as coloured overlays, enlarged text or tinted paper
* Spellcheckers
* Teaching & Learning strategies
* Availability of concrete maths apparatus
 | * Small group booster groups for Phonics, English & Maths 1:4 or 1:6 2 x 20 mins per week
* Starspell computer program 4 x 10 mins per week
* IDL computer program 3 x 20 mins per week – English & Maths & access at home
* RM Maths/ Bondbuilder computer program 4 x 10 mins per week
* Additional guided reading in small groups or individually 4 x 15 mins per week.
* 1:1 use of Numberbox activities 4 x 10 mins per week
* Precision teaching
* Spellingframe https://spellingframe.co.uk/
 | * 1:1 individualised phonics, English or Maths support 3 x 20 mins per week
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Communication and Interaction** | * Small group circle time
* Teaching & Learning strategies
* Visual timetable
* Opportunities for developing communication & interaction within teaching time
 | * Wellcomm speech & language interventions
* Referral to Speech & Language therapy service and implementation of programme
* Social skills group 1:6 1 x 30 mins per week
* Lego therapy
* Time to Talk / Socially Speaking
 | * 1:1 classroom support for social communication needs
* School Support/ Additional Support plan outlining individualised strategies
 |
| **Social, Emotional and Mental Health**  | * Positive behaviour management strategies and clear expectations
* Use of PSHE resources
 | * Small group social skills groups
* Social skills partner work
* Transition work for moving to high school
* Lego therapy
* Talkabout intervention- self esteem
 | * 1:1 nurture sessions with key person/ Learning mentor 2 x 20 mins per week or as required
* Thumbs Up 1 x 20 mins fortnightly
* School Support/ Additional Support plan outlining individualised strategies
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| **Physical and Sensory** | * Multisensory teaching
* Fine motor skills provision including differentiated scissors and writing resources
* Use of Apps on Ipad – vision support
 | * Small group handwriting groups 2 x 20 mins per week
* Gross motor skills group
* Touch typing
* Use of laptop for written work
* Speech to type software
* Use of scribe
* Typing up work to edit
 | * Use of adapted resources as appropriate
* 1:1 support to access curriculum as appropriate
* School Support/ Additional Support plan outlining individualised strategies
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