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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 |
| **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 |
| **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 |