

Wave 1- Quality first teaching and universal intervention strategies	Wave 2- Targeted support for individuals or small groups.	Wave 3- Specialist individual support.
<ul style="list-style-type: none"> <li>• High expectations and challenge for all learners.</li> <li>• Clear learning focus and differentiated outcomes in all lessons.</li> <li>• Modified teacher language.</li> <li>• Differentiated teacher planning which is flexible and responsive to individual students e.g Bloom’s targeted questioning/ Metacognition.</li> <li>• Behaviour for Learning at the heart of lessons- consistent consequences linked to whole school ethos and expectations.</li> <li>• Pastoral support through form tutors, non- teaching Student Liaison Officers (SLOs) and Progress Leaders (PL).</li> <li>• Access to a variety of options choices at KS4</li> <li>• Access to a wide variety of extra-curricular and enrichment activities.</li> <li>• Regular data collection and analysis to identify early underachieving subgroups and individuals.</li> <li>• Access to additional after school ‘achieve’ sessions.</li> <li>• Weekly DEAR- Drop everything and read.</li> <li>• SMSC targeted assemblies.</li> <li>• Form Time Reading.</li> <li>• Accelerated Reader for all Year 7 and 8 students.</li> <li>• Extensive programme of PSHCE/ SMSC/ British values, including drop down days</li> <li>• High quality inclusion CPD for all teaching staff.</li> <li>• Use of Show My Homework.</li> <li>• Class charts- Teachers ‘know their class’ and are aware of individual needs.</li> <li>• Appropriate learning environment- Meet and greet, inspiring classroom displays, water fountains.</li> <li>• After school homework support club</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 &amp; 8 nurture group: reduced curriculum to increase literacy/numeracy lessons.</li> <li>• DEAR- Peer led reading support.</li> <li>• Social time intervention: Form time</li> <li>• Reduced class sizes for low ability groups in core subjects</li> <li>• Allocated member of staff for students on alternative provision.</li> <li>• Increased access to ICT.</li> <li>• Additional taster session for college &amp; support with transition and application.</li> <li>• Increased access to KS3 Lexia/ Ruth Miskin and numeracy catch up packages.</li> <li>• One-page Pen Portrait student profile.</li> <li>• Additional KS2-KS3 transition sessions.</li> <li>• LSA’s receive regular CPD throughout the year to promote student independence and confidence.</li> <li>• Access to time out/ individual work areas.</li> <li>• SEND Homework club</li> <li>• Targeted participation in after school clubs e.g cooking club, gaming and homework.</li> <li>• Targeted participation in trips and team building days.</li> <li>• Examination access arrangements assessments Year 11.</li> <li>• Risk and Resilience (SEMH)</li> </ul>	<p><b>The level of wave 3 interventions students receive will be determined by the amount of SEND ‘top up’ funding.</b></p> <ul style="list-style-type: none"> <li>• LSA support allocated where appropriate in lessons.</li> <li>• Access to specialised equipment to support individual learning in consultation with appropriate external services.</li> <li>• Access to appropriate external services and agencies – SENART, SENDIAS, SALT, WESAIL, CIAT, EP.</li> <li>• Regular SEND parent/carer coffee mornings.</li> <li>• Allocated transition member of staff.</li> <li>• Additional termly progress update to parents.</li> <li>• Annual EHCP review meetings.</li> <li>• Examination access arrangements (e.g. reader scribe).</li> <li>• Transportation to and from school where funding has been provided.</li> <li>• Behaviour for learning- reasonable adjustments made where appropriate.</li> </ul>