Wave 1- Quality first teaching and universal intervention strategies	Wave 2- Targeted support for individuals or small groups.	Wave 3- Specialist individual support.
• High expectations and challenge for all learners. • Clear learning focus and differentiated outcomes in all lessons. • Modified teacher language. • Differentiated teacher planning which is flexible and responsive to individual students e.g Bloom's targeted questioning/ Metacognition. • Behaviour for Learning at the heart of lessons- consistent consequences linked to whole school ethos and expectations. • Pastoral support through form tutors, non- teaching Student Liaison Officers (SLOs) and Progress Leaders (PL). • Access to a variety of options choices at KS4 • Access to a wide variety of extra-curricular and enrichment activities. • Regular data collection and analysis to identify early underachieving subgroups and individuals. • Access to additional after school 'achieve' sessions. • Weekly DEAR- Drop everything and read. • SMSC targeted assemblies. • Form Time Reading. • Accelerated Reader for all Year 7 and 8 students. • Extensive programme of PSHCE/ SMSC/ British values, including drop down days • High quality inclusion CPD for all teaching staff. • Use of Show My Homework. • Class charts- Teachers 'know their class' and are aware of individual needs. • Appropriate learning environment- Meet and greet, inspiring classroom displays, water fountains. • After school homework support club	• Year 7 & 8 nurture group: reduced curriculum to increase literacy/numeracy lessons. • DEAR- Peer led reading support. • Social time intervention: Form time • Reduced class sizes for low ability groups in core subjects • Allocated member of staff for students on alternative provision. • Increased access to ICT. • Additional taster session for college & support with transition and application. • Increased access to KS3 Lexia/ Ruth Miskin and numeracy catch up packages. • One-page Pen Portrait student profile. • Additional KS2-KS3 transition sessions. • LSA's receive regular CPD throughout the year to promote student independence and confidence. • Access to time out/ individual work areas. • SEND Homework club • Targeted participation in after school clubs e.g cooking club, gaming and homework. • Targeted participation in trips and team building days. • Examination access arrangements assessments Year 11. • Risk and Resilience (SEMH)	**The level of wave 3 interventions students receive will be determined by the amount of SEND 'top up' funding.** • LSA support allocated where appropriate in lessons. • Access to specialised equipment to support individual learning in consultation with appropriate external services. • Access to appropriate external services and agencies – SENART, SENDIAS, SALT, WESAIL, CIAT, EP. • Regular SEND parent/carer coffee mornings. • Allocated transition member of staff. • Additional termly progress update to parents. • Annual EHCP review meetings. • Examination access arrangements (e.g. reader scribe). • Transportation to and from school where funding has been provided. • Behaviour for learning- reasonable adjustments made where appropriate.