

Cognition and Learning		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Pitched questioning Modelling of skills High expectations Success Criteria 1:1 and group reading Guided Writing Word Maths Times table grids I.T to support learning Writing frames Numicon Learning displays Challenge tasks TT Rockstars RM Maths Beam Maths Teachers trained in strategies to overcome barriers from ASD, ADHD and SPLD ( e.g. Dyslexia) No Nonsense Grammar No Nonsense Spelling Spelling Shed High quality text models Big Cat Phonics Targeted Early Work	Colourful semantics First Class at Number Project X books ELS Language for Thinking Programme Task boards to break down task into manageable chunks. Pre-teaching of vocabulary and concepts Boosters Additional No Nonsense spelling sessions Additional No Nonsense Grammar Sessions Pre- teaching of vocabulary Lexia Clicker Precision teaching Snip Spellings English Type Junior Triangulation of support ( Communicating with home by phone as soon as needs identified) Word Shark More regular RM Maths Additional Big Cat Phonics	Intense 1:1 support in core and foundation subjects  Targeted work from Learning and Language specialist teachers  Support from Educational Psychologist ( EP)  Personalised curriculum plan  Learning and Behaviour Teams  Developing Phonological Awareness Skills Programme ( KS1)

Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Whole school behaviour policy School and class rules PSHE Lessons Whole school assemblies Class circle time Talk Partners Golden Time Class visual timetable Visual reward system House Point System Extra lunchtime supervisors on the playground. Healthy Mind boxes	Timers and Stress relievers Positive Touch ELSA Nurture group ( social skills and self-esteem) Individual reward systems and behaviour logs Additional support at playtime ( lunch club) Time to talk Transition support Eager for Esher transition project ( Year 6) Head teacher mentoring HSLW	1:1 Emotional Literacy programme Individual work station Individual social stories Targeted work from Behavioural support, CAMHS, Educational Psychologist, Family mediation. Linden Bridge Support
Sensory and Physical		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Adaptations to the classroom when appropriate Fine Motor skills activities such as pegs, cutting. Additional movement breaks Number formation practice Effective deployment of TA Seating Plans	Use of specialist equipment Pencil grips Coloured overlays Comfort cushions Sloping boards for desks Adapted cutlery Fidget kits Modified texts Fine motor programmes – Write from the start. Gross Motor Programmes - Clicker English Type Junior Modified test materials Brainbreaks	Individual Work station Individual social stories Targeted work from Occupational Therapy, Physiotherapy, Outreach Team and School Nurse Team, Hearing team. Individual support with self-care where appropriate Computer – Join me Referral to school nurse RNIB Book Share Individual Laptop Physical and Sensory Support Specialist Teaching.

Communication and Interaction		
Wave 1	Wave 2	Wave 3
Differentiated Curriculum Modelled Speech and Language Modelled Interaction Targeted questioning TALKING PARTNERS Group work Whole class circle time Class visual aids Key words / word banks Personal dictionaries ( KS1) Drama activities Sequencing activities Verbal Feedback for work	Additional processing time Simplified Language Pre-teaching of vocabulary Speech and Language interaction Widget symbols Visual Task Plan	Individual Visual timetable Individual visual communication system Targeted work from Learning and Language ( LLS) support Individualised Learning Support Assistant Time Linden Bridge Support Speech and Language Therapy