

Category of Need	Wave 1 (High Quality First Teaching- whole school)	Wave 2 (additional support e.g. targeted work for particular groups)	Wave 3 (intensive support e.g. individualised interventions)	Examples of External Providers
Cognition and Learning SpLD MLD ADD ADHD	<ul style="list-style-type: none"> Processing time for responses to questions or contributions to group discussion Extra time for activities (e.g. written work, practical activities) Using practical activities and experimental learning including work with concrete/visual materials to establish concepts and skills. Opportunities for learners to generalise and transfer their learning in different contexts Opportunities for pre-teach and revision. Access to groups where pupils are working with peers of similar levels. 	<ul style="list-style-type: none"> Springboard 3,4,5,6 Personalised maths and English Booster Groups. Wolf Hill ELS Daily reading 1:1 	<ul style="list-style-type: none"> Colourful Semantics Toe to Toe Power of Two IDL ARAW Power of 2 	<i>Specialist Teachers (ST)</i> <i>Educational Psychologist (EP)</i>
Communication and Interaction ASD SLCN	<ul style="list-style-type: none"> Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills, co-operative and independent application to task. Teaching methods include the use of visual aids, signalling and signing to support development of language in lessons. Clear classroom routines supported by visual cues. Multisensory teaching and learning. Strategies to develop and extend listening and attention. Flexibility in timetabling Access to simple, everyday assistive devices which aid access to the curriculum (pencil grips, sloping writing surfaces etc.) Modified curriculum Focused lesson planning with clear objectives High levels of pupil involvement and engagement with their learning High levels of challenge and expectations 	<ul style="list-style-type: none"> Social skills Group Time to Talk 	<ul style="list-style-type: none"> Social Stories S&L Strategies 	Speech and Language Therapists ST EP
Social Emotional Mental Health	<ul style="list-style-type: none"> Strategies to develop and extend listening and attention. Flexibility in timetabling Access to simple, everyday assistive devices which aid access to the curriculum (pencil grips, sloping writing surfaces etc.) Modified curriculum Focused lesson planning with clear objectives High levels of pupil involvement and engagement with their learning High levels of challenge and expectations 	<ul style="list-style-type: none"> The Sky's the Limit Nurture Room Buddies Lancashire Behaviour Toolkit 	<ul style="list-style-type: none"> Counselling TAFs 	<i>CAHMS Behaviour Specialists</i>
Sensory and Physical HI VI PD	<ul style="list-style-type: none"> Appropriate use of questioning, modelling and explaining Teachers knowing their pupils well and understanding the implications of SEN on learning Pace of lessons adjusted to reflect how pupils are learning Teachers providing pupils with effective feedback on learning (and vice versa!) Pupils accepting responsibility for their own learning and work Teachers effectively deploy additional adult support towards improving learning and increasing independence 	<ul style="list-style-type: none"> Handwriting support Strategies to develop fine motor skills 	<ul style="list-style-type: none"> Access to sensory materials e.g. sand Headphones 	ST Occupational Therapy Physiotherapy