



Aspiration for All



	Wave 1	Wave 2	Wave 3
	Inclusive strategies for ALL learners embedded in quality first teaching	(In addition to Wave 1) Targeted intervention and support for SOME learners	(In addition to Wave 1 & 2) Specialist support for a FEW learners
Cognition and Learning	<u>Provision</u> <u>Environmental Adaptations</u> - Visual timetables - Encourage independence. <u>Teaching and Learning Strategies</u> - Break learning into small steps - Address misconceptions. - Think-aloud modelling - Use questioning, whiteboards, quizzes and feedback - Clear lesson starts/ends - Plan next steps to monitor provision and future lessons. - Non-verbal cues to reinforce spoken instructions. - Chunk instructions - Reduce cognitive load - Consistent expectations <u>Curriculum/Task Adaptations</u> - Use scaffolds - Visual supports	<u>Intervention</u> Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs. - Phonics boosters, using precision teaching - Reading fluency groups – repeated reading - Handwriting and fine motor skills groups (short, focused practice). - Small-group/ whole class (before or after school) teaching of key concepts.	<u>Provision</u> Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. <u>Curriculum/Task Adaptations</u> - Highly scaffolded, personalised curriculum sequences. <u>Teaching and Learning Strategies</u> - Bespoke daily over-learning session - Tailored daily fluency rehearsal. <u>Intervention</u> Highly individualised interventions, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. - Highly personalised writing interventions
Communication and Interaction	<u>Provision</u> <u>Environmental Adaptations</u> - Flexible grouping <u>Teaching and Learning Strategies</u> - Clear routines and expectation - Check understanding regularly - Use of repetition and recap - Processing time (wait time after questions) <u>Curriculum/task adaptations</u> - Visual supports (symbols, pictures, gestures). - Now and next prompts - Sentence starters and scaffolds.	<u>Intervention</u> Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs. - Talk Boost - Wellcomm - Social Communication Groups – practising conversation, eye contact, turn-taking.	<u>Provision</u> Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include: <u>Curriculum/task adaptations</u> Highly personalised intensive social communication coaching (non-verbal cues) to develop understanding of non-verbal communication and strengthen social awareness.

Social, Mental and Emotional Health	<u>Provision</u> <u>Environmental Adaptations</u> • Daily check-ins or greeting at the door to support emotional wellbeing • Flexible seating or quiet areas. <u>Teaching and Learning Strategies</u> • Use of consistent language. • Clear rules and visual reminders • Modelling self-regulation strategies and emotions. <u>Curriculum/task adaptations</u> • Whole-class wellbeing activities (e.g. mindfulness, breathing exercises) • PSHE curriculum focused on relationships and mental health.	<u>Intervention</u> Some interventions, listed below, will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs. • Emotion regulation groups – zones of regulation activities, emotional literacy. • Lego Therapy to develop communication and social interaction skills.	<u>Provision</u> Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include: <u>Environmental Adaptations</u> • Daily check-ins and check-outs to support emotional wellbeing and build strong relationships with staff. <u>Curriculum/task adaptations</u> • Personalised support linked to CAMHS recommendations.
Sensory and Physical	<u>Provision</u> <u>Environmental Adaptations</u> • Movement breaks built into lessons • Reducing background noise when giving instructions. • Sensory-friendly adjustments (e.g. quiet areas, reduced glare, fidget toys) <u>Teaching and Learning Strategies</u> • Visual instructions alongside verbal explanations <u>Curriculum/task adaptations</u> • Use pencil grips or different methods of recording (Technology) • Flexible timings or reduced copying from the board	<u>Intervention</u> Interventions will be introduced strategically across the year at key assessment and review points to ensure they are timely, targeted and responsive to pupil needs. • Sensory circuits (Alerting, organising and calming activities).	<u>Provision</u> Highly individualised provision, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include: <u>Curriculum/task adaptations</u> • Highly individualised sensory regulation breaks. <u>Environmental Adaptations</u> • Adapted seating, equipment or positioning plans. • Bespoke medical care procedures. <u>Intervention</u> Highly individualised interventions, informed by specialist external professionals and typically specified within Section F of an EHCP, setting out the precise support required to meet the pupil's needs. This may include: • Uniquely designed fine or gross motor programmes.