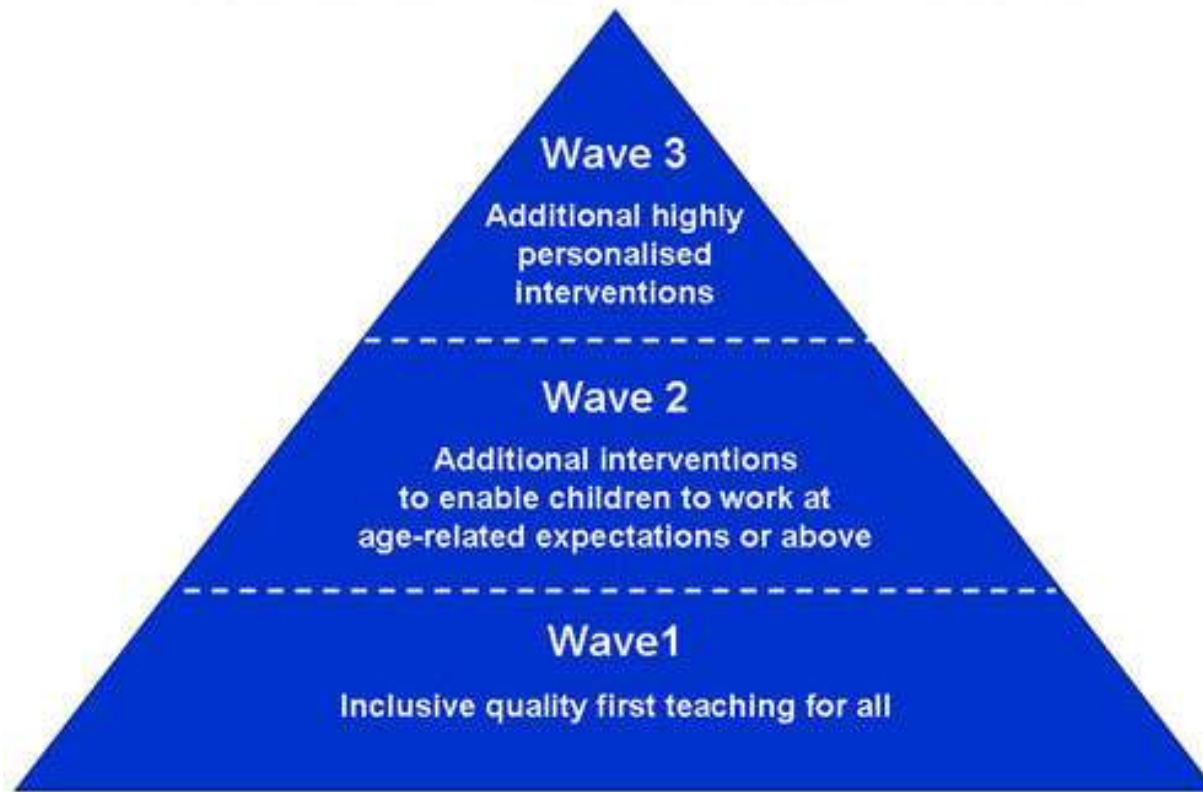


Waves of Intervention Model



Waves of Provision at Wallace Fields Junior School

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and inclusive learning environment.

Wave 2 provision is short term targeted support for small groups of children, some of whom may have a SEND Support Plan. **Most wave 2 provision happens alongside class lessons or during assembly times.**

Wave 3 provision is long term highly personalised targeted support for individual children with a SEND support plan or EHCP.

Wave 1 provision at Wallace Fields Junior School

	Cognition and Learning	Communication and Interaction	Social , Emotional and Mental Health	Sensory and Physical
Teaching and Learning	<ul style="list-style-type: none"> ▪ Small group teaching for English and maths ▪ Seating plans ensuring all children can see and hear the teacher ▪ Groupings within classes ▪ Differentiated work ▪ Regular formal and informal assessments that inform planning ▪ Identification of children making slow progress, interventions and assessment of impact ▪ Pupil progress meetings to identify, support or extend children (Provision management) ▪ Pink and green marking that praises and informs children of areas to improve ▪ Interactive classroom displays of children’s work and vocabulary ▪ Use of Whiteboards ▪ Use of ICT resources ▪ Specialist teachers for Music and French ▪ Teaching Assistants to support groups and individual children as well as the teacher ▪ Parent helpers for reading activities and support in the classroom ▪ Visual, auditory and kinaesthetic teaching to engage all learners ▪ Parent workshops for maths, reading, spellings etc. ▪ Moderation of children’s work to ensure consistency across year groups and local schools. ▪ Modern Foreign Languages – French ▪ On-going staff training ▪ Computer programs to support spelling and times tables 	<ul style="list-style-type: none"> ▪ Visual Timetables ▪ Group and individual relevant targets to show children how to improve ▪ EAL Support ▪ Symbols ▪ Word Banks ▪ Paired dialogue activities ▪ Open door policy ▪ Parents’ Evenings ▪ Class assemblies ▪ Residential and day trips and visitors to the school accessible to all learners ▪ School Weekly Bulletin ▪ School Website 	<ul style="list-style-type: none"> ▪ SEAL/feelings/mood boxes ▪ Circle time ▪ Restorative Justice Behaviour Policy ▪ Colour teams/houses ▪ School Values ▪ Buddy playtime system ▪ E-safety ▪ House Captains ▪ Prefects ▪ Behaviour charts 	<ul style="list-style-type: none"> ▪ Play time – adventure trail, field ▪ PE Skills ▪ After school clubs – football, art, etc ▪ Swimming lessons in Year 5 ▪ Colouring and cutting – fine and gross motor skills ▪ Handwriting lessons

Resources	<ul style="list-style-type: none"> ▪ ICT equipment for individual use such as: Laptops, Chrome Books, Tablets, microphones, headphones ▪ ICT suite with computers for all members of the class to work individually ▪ Spelling Shed, Mathletics, Times Tables Rock Stars ▪ Dictionaries, thesauruses ▪ Reading Schemes ▪ Labelled classroom resources such as rulers, scissors, mini whiteboards and pens etc. ▪ Maths equipment: Dienes, multilink cubes, number cards, partitioning cards etc. ▪ PE equipment: differentiated to the needs of all children eg textures and sizes of bats, balls etc ▪ A book corner in each classroom with a range of fiction and non-fiction books banded for reading confidence ▪ Library of over 10,000 books and knowledgeable librarian ▪ Subject specific books and artefacts for Science, History, RE, Geography etc. ▪ Design and Technology and Art resources 	<ul style="list-style-type: none"> ▪ ICT equipment for whole class use such as: Interactive White Board, Computers, and visualizers ▪ Games for Lunchtimes inside and outside ▪ Staff Meetings ▪ Training ▪ Newsletter and Parent mail ▪ Coffee mornings with the Head Teacher ▪ Parents' evenings ▪ Office staff ▪ Visual Timetables 	<ul style="list-style-type: none"> ▪ Games for Lunchtimes inside and outside ▪ Playground markings with different courts/pitches ▪ Games for Lunchtimes inside and outside ▪ Well trained, approachable staff ▪ SEAL cards and boxes, and PSHE resources ▪ Buddy zone ▪ House team rewards 	<ul style="list-style-type: none"> ▪ ICT equipment for whole class use such as: Interactive White Board, Computers, and visualizers ▪ Labelled classroom resources such as rulers, scissors, mini whiteboards and pens etc. ▪ Maths equipment: Dienes, multilink cubes, number cards, partitioning cards etc. ▪ PE equipment: differentiated to the needs of all children eg textures and sizes of bats, balls etc ▪ Play ground with markings ▪ Field
Environment	<ul style="list-style-type: none"> ▪ Fire drills ▪ Carpeted rooms ▪ Appropriate sized furniture in each year group ▪ Tables arranged so all children can see the board and for group or discussion work ▪ Appropriate lighting ▪ Heating in all classrooms and air-conditioning in the ICT suite ▪ Film on the windows to reduce heat in class rooms and blinds fitted ▪ Daily cleaners ▪ Bicycle and Scooter storage 	<ul style="list-style-type: none"> ▪ Informative TV screen in the office ▪ Buddy system for playtimes ▪ Information boards outside the main gates of the school ▪ Labelled pegs for every child ▪ Personal trays for every child ▪ Good pupil / staff relationships ▪ School Website 	<ul style="list-style-type: none"> ▪ Buddy system for playtimes ▪ Scooters allowed some playtimes in specific areas ▪ Football and skipping areas at playtimes ▪ Secure site and entry system 	<ul style="list-style-type: none"> ▪ First aid room and trained staff ▪ Eco areas and farmers market ▪ Activity trail ▪ Disabled access ▪ Toilets and water for drinking near to every classroom ▪ Hair tied up, no jewellery in PE

	<ul style="list-style-type: none"> ▪ Quiet areas outside, shade sail and quadrant sensory garden ▪ Field ▪ Markings for games on playground ▪ Fish tank in the reception area 			
Whole School and Community	<ul style="list-style-type: none"> ▪ Recycling ▪ School, Eco and Sports Council ▪ Curriculum weeks and days eg. Well-being, Maths, money, science, European Languages, History Etc ▪ Peripatetic music teachers ▪ Active PTA to raise money and organise events such as Summer and Christmas fairs, discos, family fun evenings etc ▪ Christmas Carol Concert ▪ Summer Production ▪ Assemblies from community members, PAW etc. 	<ul style="list-style-type: none"> ▪ Welcome board in many languages ▪ BELIEVE assemblies ▪ Induction Days ▪ Celebration Evening ▪ Links and visits between schools for better transitions between Keys stages 	<ul style="list-style-type: none"> ▪ House Teams and house point reward system ▪ Year 6 responsibilities such as prefects and librarians ▪ Book of achievement and teacher certificates to reward hard work ▪ Certificates for achievement of times tables/handwriting etc ▪ BELIEVE school vision and book for achievements 	<ul style="list-style-type: none"> ▪ Sports Day ▪ School run and outside clubs such as Chess, Dance, Football, Netball, Art, Cheerleading etc

WAVE 2 Provision at Wallace Fields Junior School

	Cognition and Learning	Communication and Interaction	Social , Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> ▪ Spelling Support – a small, targeted group to support children who need support with Spellings in years 5 and 6 ▪ Extra guided reading – small guided reading groups in years 3 and 4 which are in addition to the class guided reading groups that use higher level questioning skills to help children find a better understanding of texts. ▪ Project X Code – reading support for phonics, comprehension and reading enhancement in years 3 and 4. ▪ Individual Readers – parent helpers or teaching assistants listen to children on an individual basis to support decoding skills as well as comprehension questions to aid understanding. ▪ Snap maths – A small group of children who need to go over the basic maths skills, such as counting, ordering numbers, number bonds etc. to help with their speed and understanding during lessons ▪ Number Sense – Understanding the number system and fluency with number facts for years 3, 4 and 5 ▪ Wordshark computer spelling support – A computer program that can be personalised for each child to reinforce spelling rules for children who find specific rules difficult, through fun activities and games ▪ Maths computer support – Targeted maths activities to support children in specific areas 	<ul style="list-style-type: none"> ▪ Speech and Language groups- to support children with who have difficulty with understanding, or expressive language difficulties ▪ Volunteer Reading Helpers – work with a small group of children in year 4 individually and in pairs with not only reading and understanding skills, but also to help with some social skills like building a relationship with an adult, turn taking etc. ▪ Pre-teaching vocabulary for new topics 	<ul style="list-style-type: none"> ▪ Emotional Literacy Support Assistant- 1 – 1 or small group support for children with Social, Emotional and Mental Health needs. 	<ul style="list-style-type: none"> ▪ Handwriting – small groups which work on handwriting skills such as shape and letter formations, hand exercises and holding a pencil correctly. ▪ Chrome books to support typing

WAVE 3 Provision at Wallace Fields Junior School

	Cognition and Learning	Communication and Interaction	Social , Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> ▪ 1 to 1 support in lessons to reinforce instructions, check for understanding, help maintain attention ▪ Assistants plan with teachers to prepare appropriate and differentiated work and resources for lessons ▪ Special ICT computer equipment and programs ▪ Access to all wave 1 and wave 2 provision 	<ul style="list-style-type: none"> ▪ Speech and language to work on speech and language skills as suggested by the speech and language therapist ▪ Communication with parents ▪ Widget symbols for displays in the classroom to support language difficulties 	<ul style="list-style-type: none"> ▪ 1 to 1 support at playtime to encourage good social skills and help during lunch ▪ Assistants work with the teacher to maintain good behaviour using behaviour charts and home school books 	<ul style="list-style-type: none"> ▪ Occupational therapy to work on occupational therapy activities suggested by the occupational therapist using necessary equipment such as an exercise ball ▪ Personal care, such as checking hearing aids, cleaning glasses etc ▪ Specialist equipment such as chairs, sloping boards, lap cushions, scissors etc.