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# St Jude's School

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## Wave 1

**Wave 1** is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
Quality First Teaching Creative curriculum Differentiated curriculum planning . to extend and support students Multisensory approach to teaching and learning Access to IT Library resources Visual aids Visual timetables Word Mats/Maths Mats Home learning Numicon Clicker Celebration assemblies	Differentiated curriculum planning Talking partners Communication friendly schools Simplified language Time to process information	Qualified first aider Disabled access Flexible teaching arrangements Sound field systems in classrooms Active 8 Playground equipment for variety of sensory needs Write-dance Nelson handwriting	Differentiated teaching Behaviour strategies and policy Reward system Class rules Circle time/SEAL Assemblies School council , eco council, House captains , prefects Risk assessment Positive handling Visual prompts Transition groups Play buddies / Prefects

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## Wave 2

Attention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress. **All interventions in wave 1 can be accessed in wave 2**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
<p>Modified tasks to take into account difficulties; further differentiation Group interventions Auditory discrimination activities Visual perception Memory support Task boards Now-next boards Better reading partnerships/ Book buddies LLS phonological awareness LLS Oracy programme Reading for meaning Tracks literacy Clicker Read write think Wordshark Snap Maths Numicon Number shark 1<sup>st</sup> class@ number G and T Programme Exam access arrangements External agency involvement including LLSS, REMA</p>	<p>Modified tasks to take into account difficulties; further differentiation Group interventions Modelling language External agency involvement PORIC Pre teaching vocab Sequencing / picture/text Talk about the picture Looking Thinking RHODES to language Time to talk Language for thinking Symantec links Listening skills activities Barrier games Exam access arrangements External agency involvement including SALT, LLSS, REMA</p>	<p>Modified tasks to take into account difficulties; further differentiation Sensory perception difficulties seating arrangements Move first /last in class Sensory room Adapted equipment (pencil grips, sit and move cushions, writing slopes) OT Handies and vizzies Touch typing Coloured overlays Talking points Ear defenders Easy speak Dictaphones Fine motor skills and gross motor skills interventions Fiddle toy Exam access arrangements External agency involvement including Health, PSSS, VI, HI</p>	<p>Modified tasks to take into account difficulties; further differentiation Behaviour mentor Group interventions Time out card Transition groups Socially speaking Fiddle toy Lunchtime groups Drawing and talking therapy Involvement of home school link worker Social stories Transition groups Nurture and social skills groups Anger management support groups ELSA Adult mentor/Learning mentor Risk management Separate work stations (IR) Anti-bullying policy and process Exam access arrangements External agency involvement including CAMHS, Paediatrics, BSS, REMA</p>

## Wave 3

from whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.

**All interventions in wave 1 & 2 can be accessed in wave 3**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Mental and Emotional Health
<p><b><u>Wave 3</u></b> Flexible and reduced timetables Individualised differentiation 1-2-1 and small group support/ tuition Precision teaching Different ways of recording eg, ICT Reading recovery Units of Sound/Tracks literacy Makaton and PECS Advice/intervention by external agencies including Ed Psychology</p>	<p><b><u>Wave 3</u></b> Individualised differentiation 1-2-1 and small group support/ tuition Precision teaching Different ways of recording eg, ICT Makaton and PECS Socially Speaking 1-2-1 SALT programmes Articulation and production Advice/intervention by external agencies including Ed Psychology</p>	<p><b><u>Wave 3</u></b> Individualised differentiation Specific individualised programmes for students with OT needs Intimate care plan Training for all staff where appropriate for physical disabilities Specialised equipment for VI, HI, PD Advice/intervention by external agencies including Ed Psychology</p>	<p><b><u>Wave 3</u></b> Flexible and reduced timetables Individualised differentiation Yes Project 1-2-1 support for PE and breaks and lunchtimes Flexible timetabling Behaviour plan and individualised risk assessment Advice/intervention by external agencies including Ed Psychology</p>