



**Graduated Approach (Assess, Plan, Do, Review)**

**Waves of Intervention**

<b>Area of Need</b>	<b>WAVE ONE</b> (Universal Provision)  <b>Inclusive strategies for <u>all</u> learners embedded in QFT</b>	<b>WAVE TWO</b> (In addition to universal provision)  <b>Targeted interventions and support for <u>some</u> learners</b>	<b>WAVE THREE</b> (In addition to universal provision and targeted interventions/support)  <b>Specialist support for a <u>few</u> learners</b>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>● Quality first teaching and graduated approach throughout the academy</li> <li>● Differentiated curriculum planning, activities, delivery &amp; outcomes</li> <li>● Learning objectives and success criteria clearly communicated</li> <li>● Use of ICT: whiteboards, laptops</li> <li>● In-class targeted teacher support</li> <li>● In-class learning support assistant support within class teaching (deployed with a priority in English, Maths and Science)</li> <li>● Pre-teaching of vocabulary and concepts</li> <li>● Group/ individual guided reading with class teacher or learning support assistant</li> <li>● Collaborative and self-assessment</li> <li>● Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>● Access to independent study club</li> <li>● Access to extended learning activities</li> <li>● Educational trips and residential trips</li> <li>● Whole academy policies: Teaching and Learning, SEND policy</li> <li>● Reporting to parents/carers at Year 7 Meet the Tutor Event and Parents’ Evenings</li> <li>● Assessment reports three times a year</li> </ul>	<ul style="list-style-type: none"> <li>● In-class additional target teacher support</li> <li>● In-class additional learning support assistant provision within class teaching (small group or individual)</li> <li>● Staff trained to support students with SpLD,</li> <li>● Opportunities for over learning</li> <li>● Additional interventions discussed in AEN meetings to address lack of progress/barriers to learning, and to identify and monitor interventions</li> <li>● Consultations with DoLs re targeted interventions and outcomes</li> <li>● Targets set for interventions and outcomes agreed and shared with teachers, learning support assistants and small school teams providing intervention</li> <li>● Targets shared with pupils and parents/carers</li> <li>● Additional use of visual and practical resources</li> <li>● Impact of intervention measured</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil placed on the SEND register</li> <li>● Parents/carers informed of continual needs and next steps for SEND support</li> <li>● Assessments, advice and recommendations from outside agencies</li> <li>● Advice and support from the class teacher, the SENCo and learning support assistants</li> <li>● Individual SEND ILPs and passports written with SMART targets (Specific, Measureable, Achievable, Realistic, Time)</li> <li>● Core independent study option available</li> <li>● Specialist learning support assistant interventions (one-to-one or small group support) for literacy, numeracy, social skills, Lego therapy, transition, Lexia, SaLT</li> <li>● Review of provision with parents/carers, class teacher, SENCo and involved agencies</li> <li>● Additional use of special needs resources</li> <li>● SEND consultation review days twice a year</li> <li>● Annual review for pupils with EHCP</li> <li>● Views of families and pupil reflected in ILPs and passports</li> </ul>

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<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>● Differentiated curriculum planning, activities, delivery &amp; outcomes e.g. simplified language, key words on displays and spelling lists</li> <li>● Structured academy and class routines</li> <li>● Use of visuals/ICT to make learning more visual</li> <li>● Peer-support and seating plans</li> <li>● ‘No hands up’ approach to answering questions</li> <li>● Staff trained to implement strategies and support students on the autism spectrum</li> </ul>	<ul style="list-style-type: none"> <li>● Visual schedules</li> <li>● Visual cues</li> <li>● Support from trained SaLT learning support assistant</li> <li>● Interventions to support social engagement and communication</li> <li>● Breakfast and break clubs</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention groups by trained learning support assistant</li> <li>● Involvement of outside agencies: speech &amp; language therapy (SaLT), Educational Psychologists (EP), Children and Adolescent Mental Health Team (CAMHs)</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>● Consistent, behaviour for learning policy based on the academy’s values and encouraging good choices</li> <li>● Whole academy rules, rewards and consequences: sanctions, award cards, certificates, letters home</li> <li>● Clear, consistent whole academy expectations and aspirations</li> <li>● Access to Doodle for independent learning tasks</li> <li>● Time out to reflect on incidents</li> <li>● Restorative Justice</li> <li>● Safe space areas provided for pupils that require them</li> <li>● Supervised break and lunch</li> <li>● Policies: Behaviour, Anti-Bullying, Safeguarding, e-Safety</li> <li>● Weekly ‘Values’ and RSE sessions</li> <li>● Whole academy CPD programmes including training to support successful social, mental and emotional pupil development</li> <li>● Counselling and pastoral support</li> <li>● Student leadership opportunities</li> <li>● Report cards, including positive report cards</li> </ul>	<ul style="list-style-type: none"> <li>● Small group intervention programmes to support pupils in developing self-regulation/self-management skills</li> <li>● Interventions to support social engagement and communication</li> <li>● Monitoring by form tutor/small school team</li> <li>● Prompt and reminder cards, checklists</li> <li>● Time out</li> <li>● Peer mentoring and tutoring by the Halley’s Heroes</li> <li>● School nurse referral/intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring delivered by learning support assistants and small school teams</li> <li>● Sensory therapy</li> <li>● Educational Psychologist assessment, advice and recommendations</li> <li>● Tier 2 Child and Mental Health Service (CAMHs) assessment, advice and recommendations, with referral to Tier 3 CAMHs where appropriate</li> <li>● Referrals made to Early Help</li> <li>● Alternative provision intervention in place for pupils at risk of permanent exclusion</li> <li>● Involvement of external agencies</li> </ul>

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<b>Sensory/ Physical/ Medical</b>	<ul style="list-style-type: none"> <li>● Staff are aware of needs/ impairment/ disability/ medication, emergency treatment or procedures. Communication to all key staff and first aiders</li> <li>● Favourable seating plans identified by staff</li> <li>● Key staff training for emergency medical issues e.g. EpiPen use</li> <li>● Appropriately trained staff e.g. First Aiders</li> <li>● Administration of medicines/ procedures e.g. consent forms completed by parents/carers</li> <li>● Risk-assessments completed as appropriate</li> <li>● Accessibility plan</li> </ul>	<ul style="list-style-type: none"> <li>● Training for named staff re administration of medication e.g. insulin</li> <li>● Staff follow recommendations from medical team/community nurse team</li> </ul>	<ul style="list-style-type: none"> <li>● Involvement of outside services for advice and recommendations: school nurse, GP, paediatrician, occupational therapist, hearing visual impairment team, ASD Outreach etc.</li> <li>● Access arrangements for examinations applied e.g. extra time</li> </ul>
<b>Transition from KS2 to KS3</b>	<ul style="list-style-type: none"> <li>● Open events for prospective parents/carers</li> <li>● Information evening in module 6 for new parents/carers</li> <li>● Transition/induction day in module 6 for all pupils moving to The Halley Academy</li> <li>● Primary visits by academy staff</li> <li>● Exchange of data</li> <li>● Transition workshops in module 6</li> </ul>	<ul style="list-style-type: none"> <li>● Additional visits to the academy on request</li> <li>● SENCo attends the primary SEND transition day to receive additional information</li> </ul>	<ul style="list-style-type: none"> <li>● Summer transition camp</li> <li>● Additional SENCo visits to primary school for students with EHCPs</li> <li>● Additional visits to the academy for students with EHCPs</li> </ul>