

| Area of Need | Wave 1 | Wave 2 | Wave 3 | Outside Agencies |
|--------------------------------------|--|---|--|---|
| Cognition and Learning | Differentiation (curriculum, delivery and output and language) Visual aids Visual timetables Differentiated word banks Brain gym/movement breaks Differentiated targets Differentiated next steps Differentiated success criteria Differentiated seating arrangement Talk partners Writing frames Illustrated dictionaries/spellcheckers Group/paired work In class TA support Reading ruler Use of concrete materials Oral/drama outcomes Quality of visual display Use of laptops for dyslexics Using T&L jigsaw for planning Bloom's tax to develop questioning Children being involved in planning Developing children's feedback Planting Drama Cross curricular opportunities e.g. cookery Times Tables practice | Additional maths Additional Guided Reading Additional Guided Writing First Class @ Number Better Reading Partnership Memory Skills Toe By Toe Precision teaching Cued Spelling LLS programme – Developing Written Language Skills Read Write Inc 121 Paired reading | Memory Skills Toe By Toe Precision teaching Cued Spelling | EP LLS |
| Communication and Interaction | Differentiation (curriculum, delivery and output and language) Structured routines Visual aids/prompts Writing frames Chunked language In class TA support Directed questioning Learning objectives Learning platform/class noticeboard Home school diary Reading record Circle time Repeating back Modelling | LLS programme - Developing phonological awareness skills SALT programmes eg. Articulation Talking Partners programme | Personal visual timetable SALT programme | EP LLS SALT ASD outreach BS GP/Pead/HV |

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| | <p>Talking partners Class visual timetable Talking tins/Easy speak Extra classrooms GV Illustrated maths dictionaries (for vocab) Review seating arrangements Makaton – when appropriate Sound field Gestures Word maps/mind maps marking comments Design our own classrooms Enhancing pupils' responses to RWI strategies – hand 1,2,3 Drama (activity hour) Topic vocabulary Hot seating, role play Group work Show and tell Social Stories</p> | | | |
| <p>Behavioural, Emotional and Social Development</p> | <p>Behaviour policy with graduated response School/Class rules Rewards and consequences Seating plan Differentiation of expectations (curriculum, delivery and output) Visual aids (timetable, planner) In class TA support Multi sensory teaching Time out system Talking partners Circle time/SEAL resources Sensory checklist Relevant training for school staff MINT – ask Claire Tookey Positive touch Restorative approaches Positive/assertive discipline focus Consistency within class/lunchtime/whole school Playground buddies Value assemblies & certificates Assertive discipline</p> | <p>Anger management and calming strategies Additional responsibilities/roles I Can Book Circle of friends Transition planning Positive report book Drawing and Talking School Counsellor Anger management Friends for Life Fun Friends Risk assessment ABC log and proactive planning Pastoral support plan Home-school contract Social stories Key staff monitoring (teacher, year group leader, Inclusion leader) Friendship groups</p> | <p>Drawing and Talking School Counsellor Anger management Risk assessment ABC log and proactive planning Pastoral support plan Home-school contract Key staff monitoring (teacher, year group leader, Inclusion leader)</p> | <p>EP BS Exclusion and reintegration CAMHS GP/Paed/HV Social Care Family support worker Community police Positive options training EWO</p> |

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| | Role play Whole school approach Challenging work for all | | | |
| Physical and Sensory | Differentiation (curriculum, delivery and output) In class TA support Flexible teaching arrangements Teacher aware of implications of sensory and physical impairment Availability and access to resources Suitable furniture and space Appropriate lighting Visual prompts Teacher faces children when speaking Regular movement breaks Motor development supported through PE Coloured acetates Accessible building Emergency evacuation plan Personal allocated space Fiddle toys Pencil grips Left handed scissors Role play Brain breaks Easels | OT resource pack Write from the start (fine motor skills) Handwriting without Tears Sensory diet Handwriting | Specialised equipment Physiotherapy programme OT programme Access to ICT Modification to building Sensory diet | EP PSSS Advisory teacher for VI/HI OT Physiotherapist School nurse |



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Name _____ Class _____ Date _____