

# WAVES OF INTERVENTION



Pupils	Cognition + Learning	Communication + Interaction	Sensory + Physical	Behaviour
<b>ALL</b>	High quality teaching and learning Word mats/Sound mats Voice recorders TA support in class (small group) Differentiated phonic groups across the year Differentiated reading groups within the class Objectives and success criteria Self-assessment Next steps Outdoor learning Practical resources – e.g. Numicon Appropriate supportive displays Visual timetable Challenge Reward systems Child initiated learning Oral/written feedback Home learning opportunities	High quality teaching and learning Working partners Talking time Circle time Group discussions Class discussions Sharing good work Christmas play Phonics program (ELS) Outdoor learning Role play Vocabulary lists to support topic Rewards Simplifying instructions Visual support Voice recording equipment Outdoor learning Use of ICT	High quality teaching and learning Multi-sensory teaching Pencil grips, triangular pencils Seating plans Resources matched to ability (eg mag letters/boards/PE lessons etc) Outdoor learning Access to school nurse Time out Differentiation Appropriate sized resources e.g. furniture and pencils Opportunity for movement	High quality teaching and learning PSHE curriculum – 1 Decision Visual behaviour reinforcement – eg acorn tree, marble jar Planned groups Carpet time seating Rules displayed Classroom rules ready, respectful, safe Class rewards Positive praise Transition support Assemblies Time out Circle time
<b>SOME</b>	Voice recorders Additional maths support Small group phonics and reading Reading schemes (eg Floppy’s phonics/PM readers, Rising Stars, ELS) Task board Phonological awareness program Additional literacy support Additional maths support Effective use of TA Year 2 Maths Intervention Pre teaching e.g. a concept or specific vocabulary	Additional small group support Voice recording equipment Clear instructions Effective use of TA support Speech and language development intervention Colourful semantics	Fine motor intervention groups – e.g. Tweezers, play dough Left handed pencil or scissors Special pencil grips Time out Gross motor intervention	Time out Visual timetable Task boards CAMHS advice line Positive touch ELSA – group work Social stories Transition support Individual behaviour charts and reward systems Simplified/clear instructions Targets Zones of Regulation

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<b>A FEW</b>	1:1 phonics/reading sessions Individual work stations STIPS – referral Precision teaching writing/spelling/phonics/reading Coloured overlays Educational psychologist support Speech therapy support Colourful semantics program Visual and auditory discrimination resources	1:1 interaction EAL support Sensory support ELSA STIPS– referral PECS REMA support Speech and language therapy Colourful semantics	Fiddle toys - OT Fidget cushion – OT Individual work station Coloured overlays Hearing/visually impaired children placed appropriately during group and whole class sessions Hearing support Referral to Occupational therapist Sensory cushions Sensory toys appropriate for chewing, fiddling	Work stations ELSA – lego therapy, talk for drawing 1:1 support STIPS – referral Educational Psychologist support Time out of classroom – adapted timetable Individual reward charts Parent support CAMHS referral Staff who have been trained in Positive touch Social stories Educational psychologist support
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Information is correct as of November 2022, but may be subject to change.