

Area Of Need	Quality First Teaching	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, work, activities and outcomes • Use of writing frames, word mats, spellcheckers • Technology including lap tops and iPads • Apparatus to support learning in numeracy • Maths Whizz • Reading records • In class support from TA • Group work - e.g. reading groups 	<ul style="list-style-type: none"> • Booster groups for Numeracy • Small RWI groups. • Individual reading • Memory Skills Groups • ARROW reading programme 	<ul style="list-style-type: none"> • Intense Literacy Support • Memory skills programmes and games • S2S support • 1:1 RWInc
Communication and Interaction	<ul style="list-style-type: none"> • Use of simplified language, modelling, visual timetables • Structured routines • Talk prior to writing 	<ul style="list-style-type: none"> • Additional use of ICT • Small group support for Speaking and Listening 	<ul style="list-style-type: none"> • Individual timetables • Social Stories • Speech and Language from SALT followed up in school • S2S support

<p>Social Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Restorative behaviour policy and class rewards and sanctions systems • Access to Pupil Support team. • Circle time • Peer mentors • Play leaders 	<ul style="list-style-type: none"> • Group interventions from Pupil Support services • Friendship groups • Restorative circles • Alternative support and provision at break-times 	<ul style="list-style-type: none"> • Individual support package from Pupil Support team - anger management, bereavement, self-esteem • Inclusion Unit • Observation and packages through Behaviour Team • Meet and Greet • Individual reward packages • Social stories • Involvement of CAMHS • Nelson's Journey referrals
<p>Physical and Sensory</p>	<ul style="list-style-type: none"> • Staff awareness of conditions, impairments and treatments • Medical support for all children with health conditions temporary or long term • Access to overlays for Visual Stress 	<ul style="list-style-type: none"> • Access to writing slopes, pencil grips, fidget toys etc. as appropriate • Small group fine motor skills development and additional handwriting • Assessments for overlays for Visual Stress 	<ul style="list-style-type: none"> • School Nursing Team support • Individual programmes as directed by Physiotherapist and other Health Care professionals • Sensory Support Team involvement • Referral to the Medical Needs team