



Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
Teacher informs SENDCo of children needing strategies to support them by the teacher referral form .	Teachers to initiate in-class intervention.	Personalised intervention created. SALT and EP assessments.	SENDCo to liaise with outside agencies. Input from teachers will be requested as necessary.
File a teacher referral form and meet with SENDCo to discuss. SENDCo to place the pupil on SEND register of intervention and parents are informed by class teacher.	SENDCo will write an All About Me with input from parents, teachers and pupils. Teacher complete an Intervention / strategy Plan for each child.	SENDCo will write an All About Me with input from parents, teachers and pupils. Teacher complete an Intervention / strategy Plan for each child.	SENDCo complete annual review paperwork with input from class teachers.
<p>Children within this wave are monitored by Classroom/ Subject Teachers.</p> <ul style="list-style-type: none"> Children are placed on SEND register as a wave 1 and parents are informed. 	<p>Children in this wave have Intervention / Strategy plan.</p> <ul style="list-style-type: none"> Some screening/ testing may have been carried out and strategies for support are in place. Children are given short-term interventions. Intervention / strategy plans are reviewed termly. Parents are informed by teacher of strategies etc in place Children are placed on Wave 2 of the SEND register 	<p>Children in this wave have individualised curriculum written by the teacher (SENDCo to support) and Cube staff</p> <ul style="list-style-type: none"> Children may have further assessments completed More testing may have been carried out and strategies for support are in place. Long-term support is put in place and the timetable is adapted as necessary. Parents are informed of the Cube intervention and personalised curriculum Pupils are placed on Wave 3 of the SEND register 	<p>Children within this wave will have an EHCP or strategies given by a specialist or External Agency.</p> <ul style="list-style-type: none"> Children will have interventions and regular input from outside agencies and/ or local authorities. The reviews for this wave will follow the ECHP guidelines and timeframe. Children are placed on Wave 4 of the SEND register



Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
Communication and Interaction (COMI)	<ul style="list-style-type: none"> • Structured school day and class routines • Simplified language/ key words • Visual timetables • Modelling of language use • Spelling/ word mats/ lists • Small white board for individual use • Repeat important information slowly and clearly • Avoid idioms and sarcasm • TA support • Check in • Location of seat 	<ul style="list-style-type: none"> • Personalised Visual timetables • Support to focus on Speech & Language • Prompting/ assistance with communication • Multi-sensory phonics/ spelling groups • Peer Mentoring • Talkabout • Nessy • Social stories • WELLCOMM • Precision teaching • Social play intervention (with trained play worker) • Independent activity basket • Debatemate accelerate 	<ul style="list-style-type: none"> • Individual learning targets • Small group teaching • Weekly/ daily check-ins • Visual timetables • Examination Access arrangements (SATS) • Use of IT • Social Skills group • Paired Reading • Support at play and lunch times • Pre-teach • Social and communication skills group • Basic skills group (Cube) • Play therapy • Lego therapy • Forest school 	<ul style="list-style-type: none"> • EHCP • SaLT • Educational/ Clinical Psychologist • Outreach Services • Paediatrician • Referrals to external agencies • Referrals to CAMHS



Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
Cognition and Learning (COGL)	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated Curriculum planning, activities, delivery and outcome • Scaffolding • Educational assemblies • Peer mentoring • Use of writing frames • Illustrated dictionaries/ word banks • Access to ICT • Increased visual aids / modelling • Interactive displays • High quality questioning • High quality texts and resources • Seating arrangements • Minimise copying from board • Provide handouts • Use of colour and highlighters • Key word lists • Chunk information • Write checklists on white board • TA support • Check in • Location of seat 	<ul style="list-style-type: none"> • Individualised curriculum • Personalised Visual Timetables • Peer mentoring • Organisational skills • Booster groups – phonics, Maths, literacy, reading • Nessy • Star reader • WELLCOMM • Coloured overlays • Social play intervention (with trained play worker) • Oral rehearsal of writing • Independent activity basket • Magic belt • Toe by toe • Debate mate accelerate 	<ul style="list-style-type: none"> • Individualised curriculum • Exam access arrangements • Signposting to alternative providers/ courses / outside agencies • Reduced timetables/ subject choices • Visuals • Specialist ICT programs • Examination Access arrangements • Support at play and lunch times • Pre-teach • Social and communication skills group • Basic skills group (Cube) • Lego therapy • Forest school 	<ul style="list-style-type: none"> • EHCP • SaLT • Educational/ Clinical Psychologist • Outreach Services • Paediatrician • Referrals to external agencies eg CAMHS



Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Whole school behaviour policy • Reward and sanctions systems • Guided parent meetings • Report cards • Home – school record • Pastoral care – SENDCo / TAs • Well-being award • Peer group support • ABC charts • Youth mental health first aider intervention (SENDCo) (SENDCo training) • Check in • Location of seat 	<ul style="list-style-type: none"> • Individualised risk assessment • Restorative meetings • Personalised Visual timetables • Social stories • Weekly/ daily check-ins • Time-out cards • Journaling/ diary monitoring • Peer Mentoring • Talkabout • Zones of Regulation • Boxall profiling • Nurture groups • Home – school record • Social play intervention (with trained play worker) • Independent activity basket • Debatemate accelerate 	<ul style="list-style-type: none"> • Individual SEMH learning plan • Home – school record • Reduced timetables/ subject choices • Exam access arrangements • Counselling services (eg play therapy) • Support at play and lunch times • Pre-teach • Social and communication skills group • Play therapy • Lego therapy • Forest school 	<ul style="list-style-type: none"> • EHCP • SaLT • OT • Educational Psychologist • Outreach Services • Paediatrician • Clinical Psychologist • CAMHS • Preventative placement



Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
Sensory and Physical (SP)	<ul style="list-style-type: none"> • Flexible teaching arrangements • Pencil/ pen grips • Accessible ICT use (e.g. use of personal laptop in class) • Staff aware of implications of Medical/ Physical impairment • Seating arrangement • Time to complete tasks • Consistent talking pace • Teacher to face pupil when talking • Large-font resources • Consider lighting in room • Consider background noise • Clearly organised classroom • Repeat instructions slowly and clearly • Use of visuals • Fidget toys (age appropriate) • Check in 	<ul style="list-style-type: none"> • Individualised curriculum • Drawing boards • Production aids • Writing slopes • Organisation assistance • Sensory circuit • Fine / gross motor skills work • Independent activity basket 	<ul style="list-style-type: none"> • Individualised curriculum • Exam access arrangements • Test paper modification • Adapted Technologies/ Equipment • TA support to scribe • Use of IT • Reduced timetables/ subject choices • Parent meetings • Support at play and lunch times • Forest school 	<ul style="list-style-type: none"> • EHCP • SaLT • Educational Psychologist • Outreach Services • Paediatrician • Referrals to external agencies e.g. OT, PT, Sensory teacher