



## St Cuthbert Mayne Catholic Primary School

	<b>Cognition and Learning</b>	<b>Speech, Language and Communication</b>	<b>Sensory and Physical</b>	<b>Social, Emotional and Mental Health</b>
<b>Wave 1 All pupils</b>	<ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Differentiated delivery e.g simplified language, slower pace, alternative resources.</li> <li>• Learning objectives for each lesson displayed together with success criteria i.e. what will make a good finished piece of work</li> <li>• Use of visual aids, apparatus, task management boards, writing frames, Numicon, word banks and other materials as required.</li> <li>• Access to ICT - class, group or individual.</li> <li>• TA in class support percentage of time available in each class dependent upon age and needs of children</li> <li>• Opportunities to go over or revisit aspects of learning in small groups or individually with teachers or TAs as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Talking partners</li> <li>• Simplified language</li> <li>• Use of visual timetables with word prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements to take into account difficulties e.g seating, teaching resources, modified resources</li> <li>• All staff made aware of the needs of children.</li> <li>• All areas of the school building are accessible</li> <li>• Qualified</li> <li>• Lift to upper floor</li> <li>• Where a child has school meals dietary needs can be catered for</li> <li>• Writing slopes</li> <li>• Pencil grips</li> <li>• Fiddle toys</li> <li>• Allowing extra time to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated teaching</li> <li>• Whole school reward system-the learning ladder, promoting positive learning behaviour</li> <li>• Housepoint reward system</li> <li>• Celebration assemblies</li> <li>• Whole school policy for behaviour management</li> <li>• Whole school/class rules of conduct</li> <li>• Religious Education using a cohesive scheme across the whole school</li> <li>• School Council</li> <li>• Circle time/SEAL focusing on social skills</li> <li>• Year 6 House captains</li> <li>• Reading Buddies</li> </ul>



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<b>Wave 2</b> <b>Catch up for some pupils</b>	<ul style="list-style-type: none"> <li>Modified tasks to take into account difficulties; further differentiation</li> <li>Small group interventions: Maths, English, Spelling, handwriting</li> <li>Catch-Up Literacy programme</li> <li>Catch Up-Numeracy</li> <li>Snap on Maths</li> <li>Memory Magic</li> </ul>	<ul style="list-style-type: none"> <li>Modified tasks to take into account difficulties; further differentiation</li> <li>Small group interventions</li> <li>Support from TAs that are ELKLAN trained</li> <li>Pre-teaching vocabulary</li> <li>Sequencing activities</li> <li>Listening skills activities</li> <li>Lego Therapy</li> <li>External agency involvement including SALT, LLS and REMA</li> </ul>	<ul style="list-style-type: none"> <li>Consider seating arrangements and background noise</li> <li>Move first/last in class</li> <li>Adapted equipment (pencil grips, sit and move cushions, writing slopes, colour overlays)</li> <li>Touch typing</li> <li>Arrangements made to support children with particular medical needs eg diabetes, asthma</li> <li>Additional handwriting practice</li> <li>Use of computers for writing where appropriate</li> <li>External agency involvement including Health and OT.</li> </ul>	<ul style="list-style-type: none"> <li>Modified tasks to take into account difficulties; further differentiation</li> <li>Transition groups</li> <li>Opportunities to talk with Home School Link Worker or other members of staff in small groups or individually</li> <li>Some staff can offer activities to support children with loss or bereavement</li> <li>Trained ELSAs (Emotional Literacy Support Assistants) to support some individuals with emotional difficulties</li> <li>Social stories</li> <li>Home/school contact books</li> </ul>



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<b>Wave 3</b> <b>Personalised support for a few pupils</b>	<ul style="list-style-type: none"> <li>• Flexible and reduced timetables</li> <li>• Individualised differentiation</li> <li>• One to one and small group support</li> <li>• Additional teaching for reading, writing and spelling planned and delivered to individual children and very small groups by a teacher</li> <li>• KS2 exam access arrangements if appropriate</li> <li>• Advice/interventions by external agencies including Educational Psychology, LLS</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised differentiation</li> <li>• One to one and small group support</li> <li>• Different ways of recording</li> <li>• Speech and Language programme involving articulation and production of sounds</li> <li>• Advice/intervention by external agencies including SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Specific individualised programmes for students with OT needs</li> <li>• Training for all staff where appropriate for physical disabilities</li> <li>• Advice/intervention by external agencies including Physical and Sensory Support and Occupational Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible and reduced timetables</li> <li>• Individualised differentiation</li> <li>• One to one support for PE and breaks/lunchtimes</li> <li>• Social skills groups</li> <li>• Behaviour plan and individualised risk assessment</li> <li>• Advice/intervention by external agencies, including: Behavioural Support, Educational Psychology, CAMHS</li> <li>• Additional planning and arrangements for transition-links with feeder schools</li> </ul>

**Wave 1** is what we offer to **all children** at St Cuthbert Mayne Primary school.

**Wave 2** are targeted small group time-bonded interventions designed for pupils who need extra support to enable them to catch up with their peers.

**Wave 3** are more intensive interventions which may involve individual support or specialist expertise.

