

The Waves of Intervention Model at Stowmarket High School.

The 'Waves of Intervention' model (national Strategies) describes how different levels of intervention can be understood and systematically implemented.

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Our Pupil Passports capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual adapted curriculum.

Quality First Teaching

The National Strategies suggested that the key to success with all learners is Quality First Teaching, the key characteristics of which are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

So, Quality First Teaching is about what should be on offer for all children: the effective inclusion of all pupils in high-quality, every day, personalised teaching.

Before considering targeted intervention, our SEND team will consider what they are offering through Quality First Teaching and how this offer could be adapted.

	Wave 1: Universal Provision	Wave 2: Targeted Provision	Wave 3: Specialist Provision
Cognition and Learning	<ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Use of supportive software such as reading plus • Adapted curriculum planning, activities and outcomes • Learning objectives and success criteria clearly communicated • Use of IT: whiteboards, laptops, tablets • Coloured papers/overlays as appropriate • LUCID screening for exam access arrangement • In-class targeted teacher support • In-class learning support assistant support (small group or individual) • Group guided reading with the class teacher • Collaborate, peer and self-assessment • Access to extra-curricular activities • Access to educational and residential trips • A clear and communicated assessment and report calendar • Tripod evenings with teachers • Pre-teaching and precision teaching 	<ul style="list-style-type: none"> • SEND reviews (pupil passport) • Opportunities for intervention support, e.g., Catch Up Literacy/Numeracy, Reading Comprehension, Oasis SEMH support • Pathway 3 support, including Education 4 Life, in years 10 & 11 • Supported homework club • Formal access arrangement screening 	<ul style="list-style-type: none"> • Support from external agencies including SES SpLD • Educational psychology services • Individualised timetables • Provision from an alternative education provider, e.g., Therapy Farm, PLOT,

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Communication and Interaction	<ul style="list-style-type: none"> • Adaptive teaching and curriculum planning considering activities, delivery & outcomes, e.g., simplified language, key words and spelling lists • Structured school and class routines • Use of visuals/IT • Oracy based teaching strategies, e.g., Think-pair-share • 'No hands' questioning 	<ul style="list-style-type: none"> • Visual timetables • Social stories and other visual representations, e.g., comic strip stories, blob trees • Small group EKAN support • Small group specialist support, e.g., Lego Therapy • Small group social communication support 	<ul style="list-style-type: none"> • SES Speech and Language (SALT) or Communication and Interaction support
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards and consequences, including both a rewards and sanctions. • Clear and consistent whole school expectations and aspirations • Passes: timeout, early leave • Policies with clear expectations for behaviour, anti-bullying, child protection and e-safety • Emotional Literacy support • Emotionally available adult provision 	<ul style="list-style-type: none"> • Small group nurture club • Attic drop in provision for social times • Focused workshop provision in the Oasis • Trauma informed practitioner support • Bereavement support • NSFT • Drawing and Talking intervention 	<ul style="list-style-type: none"> • SPSF • CAF • Child and Mental Health Service (CAMHS)

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Sensory and Physical	<ul style="list-style-type: none"> • Staff awareness and training relating to need/impairment/disability/medication or emergency treatment/procedures. • Appropriately trained staff, e.g., First Aider • Administration of medicine procedures including parental consent requirements • Accessible grounds and building • Risk assessments completed as appropriate • Passes: Fidget, uniform, leave early 	<ul style="list-style-type: none"> • Health care/plan or risk assessment in place • Specialist equipment, e.g., visualisers, writing slopes, standing desk 	<ul style="list-style-type: none"> • SES sensory support services involvement as required • Liaison with outside agencies and professionals