



Ferndown Middle School
Waves of Intervention September 2016

Area of Need	Wave 1	Wave 2	Wave 3
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school. • Differentiated curriculum planning, activities, delivery and outcomes. • Individual target setting for numeracy, reading and writing. • Learning objectives and success criteria clearly communicated. • In-class targeted teacher support. • In-class Teaching assistant support within class teaching (small group or individual) • Group guided reading with class teacher or teaching assistant. • Peer and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach. • Termly Pupil Progress monitoring • Reporting to parents (October , February and July) • Written report (July) • Use of ICT, whiteboards, Ipads, laptops, PC's • Improved provision of outdoor learning environment. • Access to lunchtime clubs • Access to extra curricula activities. • WOW events e.g. visiting theatre • Whole school policies: Teaching and Learning, SEND policy 	<ul style="list-style-type: none"> • Concerns noted by class teacher & progress carefully monitored. • In-class additional targeted teacher support. • In-class additional Teaching assistant within class teaching (small group or individual) • Pre teaching of vocabulary and concepts. • Opportunities for over learning • Additional intervention(s) discussed at Pupil progress meeting to address lack of progress/ barriers to learning e.g. numicon, Numeracy booster groups, phonics groups, literacy booster groups. • Consultation with Numeracy coordinator, Literacy Coordinator and SEN Team determine intervention / level needed • Parents informed of intervention agreed on, progress and outcomes. • Initial assessments for interventions • Targets and outcomes agreed with coordinator, class teacher, teaching assistant providing intervention, parents and child. • Timed interventions • Additional use of visual and practical resources e.g. enlarged buff paper • Impact of interventions measured • Access to laptops. 	<ul style="list-style-type: none"> • Additional Special needs provision mapping by Special Needs Coordinator for all pupils on the Special Needs register – one page profile. • Parents informed of continuing needs and next steps for Special Needs Support • Advice and support from Special Needs Coordinator / other agencies • Specialist teacher (Specific Learning Difficulties) interventions (one to one and small group support) for reading, reading comprehension and spelling. • Numeracy interventions • Individual provision / education plan and desired outcome agreed twice a year - Individual Learning Plan • Initial assessments for interventions • Targets and outcomes agreed with SENCo, class teacher, specialist teacher, parents, child. • Timed interventions: Turnabout, Reading Plus, 10 week after school homework club, SENS (reading, spelling , Speech and Language) • Additional use of visual and practical resources. • Impact of intervention measured. • Review of provision with parents, class teacher, specialist teacher and involved agencies. • Access to laptops • Additional use of special needs visual and



Ferndown Middle School
Waves of Intervention September 2016

Area of Need	Wave 1	Wave 2	Wave 3
			<p>practical resources.</p> <ul style="list-style-type: none">• Involvement of outside agencies• Educational Psychologist assessment, advice and recommendations• One to one provision by Special Needs assistants for pupils with Education Health Care Plans (EHCP)• Annual review for pupils with an EHCP• Views of families and child/ young person reflected.



Ferndown Middle School
Waves of Intervention September 2016

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words • Structured school and class routines • Use of visuals or ICT • Talking partners 	<ul style="list-style-type: none"> • Visual timetables • ICT programmes for vocabulary and grammar – Little Bridge • Additional language skills interventions for pupils with English as an additional language – Little Bridge, Linguascope, Penpal • Individual working station • Advice and resources from ELKLAN trained SENCO 	<p>Involvement of outside agencies:</p> <ul style="list-style-type: none"> • Speech & Language therapy (SALT) clinic based intervention • SENS programme delivered by Special Needs Assistant focused on Speech & Language targets.
<p>Social, Emotional & Mental Health</p>	<ul style="list-style-type: none"> • Consistent, positive discipline policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences • Clear consistent whole school expectations and aspirations • House point awards system • Home/school diary • Conflict resolution • Calming room • Social and emotional aspects of learning (PSHCE) • Buddy System (Year 5) • Policies: Behaviour, Anti Bullying, Child Protection, E Safety • Bereavement Support 	<ul style="list-style-type: none"> • Individual reward charts • Behaviour Report cards • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Motivating Reluctant Learners Programme 	<ul style="list-style-type: none"> • Behaviour Support Service – advice, recommendations, work with parents/carers • One to one programme of support • Parenting courses • Educational Psychologist assessment, advice and recommendations • Child and Mental Health Service (CAMHS)- assessment, advice & recommendations • School ELSA
<p>Sensory/ Physical/ Medical</p>	<ul style="list-style-type: none"> • Register of Sensory/ physical medical needs • Staff made aware of needs / impairment/ disability/ medication or emergency treatment or procedures 	<ul style="list-style-type: none"> • Advice/recommendations from school first aid team • Health Care Plan / Risk assessment in place • Training for named staff for administration of medication 	<p>Involvement of outside services:</p> <ul style="list-style-type: none"> • Health professional visits, advice and recommendations – school nurse, GP, Paediatrician, occupational therapist, physiotherapist, Hearing and



Ferndown Middle School
Waves of Intervention September 2016

	<ul style="list-style-type: none">• Whole staff training for emergency treatment e.g. EpiPen use• Appropriately trained staff e.g. Paediatric first aider, First aider at work• Administration of medicines procedures e.g. Consent form	<p>(Insulin)</p> <ul style="list-style-type: none">• Staff following recommendations from medical team• Specialist pencils, pens, grips	<p>Vision Service.</p>
--	--	--	------------------------