



# Whiteshill Primary School: Waves of Intervention

Area of Need	Wave 1 – Whole Class Promoting inclusion in the classroom	Wave 2 – Targeted Additional to most students	Wave 3 – Specialist Personalised interventions
<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Specific Learning Difficulty - SpLD – dyslexia, dyscalculia</li> <li>• Mild Learning Difficulties – MILD</li> <li>• Moderate Learning Difficulties – MLD</li> <li>• Severe Learning Difficulties – SLD</li> <li>• Profound &amp; Multiple Learning Difficulties – PMLD</li> </ul>	<p>Reading curriculum including weekly library visit and vocabulary focus</p> <p>Daily comprehensive phonics teaching using ‘Essential Letters and Sounds’ (‘ELS’) in Reception and Year 1</p> <p>Decodable reading books in line with phonics scheme.</p> <p>Information sessions for phonics and reading at home</p> <p>Levelled reading books in KS1 and lower KS2 and for those who need them beyond this point.</p> <p>‘Made by Dyslexia’ training for all staff</p> <p>Ambitious writing curriculum including model texts and opportunity for learning how to edit</p> <p>Word cards and working walls for reference</p> <p>‘Every Time We Write’ expectations for each year group clearly displayed and referenced in lessons</p> <p>‘Handwriting Hero’ certificates and pen licences in Oak Class</p> <p>Daily ‘ELS’ spelling sessions from year 2 onwards</p> <p>Writing ‘ELS’ workbooks during phonic sessions in Reception and Year 1</p> <p>Maths mastery curriculum which includes daily modelling, adapted questions and reasoning problems</p> <p>Daily maths practice sessions (15 minutes)</p> <p>Daily multiplication practice – Key Stage 2</p> <p>Manipulatives</p> <p>Maths working wall</p> <p>Additional adult support during whole class and focus tasks to develop independence in learning and embed key concepts</p> <p>Breakdown and revisit of instructions and routines</p> <p>Visual support on whole class and individual level</p> <p>Supported recording - white boards/iPads/talking tins</p>	<p>6-weekly phonics assessment and ‘ELS’ intervention in Reception and Year 1. This will continue in year 2 for those children who do not pass the phonics screening.</p> <p>Regular Reader intervention – additional 1:1 reading with an adult throughout the week</p> <p><i>Dyslexic-friendly</i> dictionaries</p> <p>In lesson focus, support and adaptation</p> <p>Targeted interventions</p> <p>Coloured laminate reading ruler and coloured paper</p> <p>Movement or rest breaks</p> <p>Sensory tools to aid focus</p> <p>Chair wedge/desk wedge/pencil grips</p> <p>‘Colourful Semantics’</p>	<p>Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service</p> <p>1:1 support - allowing pupils to access mainstream school supporting self-care, emotional regulation and accessibility</p> <p>Adapted curriculum based around:</p> <p><i>Engagement Model and advice from outside agencies</i></p> <p><i>1:1 Adult led activities in literacy and maths based on personalised learning</i></p> <p><i>1:1 support during unstructured times</i></p> <p><i>Break Trays to encourage independence</i></p> <p><i>Personalised learning targets developed with external agencies</i></p> <p><i>1:1 Adult led learning as identified within EHCP Outcomes.</i></p> <p><i>Pupil Passport to support adults new to the pupil (supply teachers)</i></p>





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<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• Social Communication Disorder (SCD)</li> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Pervasive Development Disorder (PDD)</li> <li>• Speech &amp; Language difficulties (SL) – phonology (speech processing), expressive, comprehension, social communication.</li> </ul>	<p>Continuous provision in EYFS.</p> <p>Oral and practical learning in Year 1</p> <p>Vocabulary and fluency focus in reading lessons</p> <p>Total communication approach across the school including symbols, signing, sensory time and social stories.</p> <p>Curriculum vision includes emphasis on talking and discussion</p> <p>Visual supports in class for whole class and individuals</p> <p>Modelled sentences during whole class learning sessions</p> <p>Language rich environment</p> <p>Structured play opportunities during playtimes, scaffolded by adults</p>	<p>Social Scripts and stories</p> <p>Comic Strip Narratives</p> <p>‘Talk Boost’</p> <p>Targeted interventions</p> <p>6 weekly ‘ELS’ phonics assessment and intervention in Reception and Year 1. This will continue in year 2 for those children who do not pass the phonics screening.</p> <p>In class focus, support and adaptation.</p> <p>Structured playtime groups for increased scaffolding and support from adults</p> <p>Small group Speech and Language (SALT) activities</p> <p>‘Colourful Semantics’</p>	<p>Targeted work from Speech and Language Therapy (SALT)</p> <p>Communication Plan</p> <p>Support in line with advice from outside agencies e.g. Educational Psychologist (EP), Advisory Teaching Service (ATS)</p> <p>‘Augmentative and Alternative Communication’ (AAC) methods</p> <p>Pupil Passport</p>
<p><b>Social Emotional and Mental Health Needs</b></p> <ul style="list-style-type: none"> <li>• Attention Deficit Disorder – ADD Attention Deficit Hyperactivity Disorder – ADHD</li> <li>• Compulsive Oppositional Disorder - COD</li> <li>• Severe &amp; complex difficulties over time, discrepancy between expectation &amp; attainment, poor social skills, disruption, challenging of authority, aggression, violence.</li> </ul>	<p>RSHE curriculum</p> <p>Weekly Forest School sessions in Reception</p> <p>Forest school sessions every 3 weeks for year 1 – 6</p> <p>Mental wellbeing focus throughout the year in assembly</p> <p>Whole school growth-mindset approach ‘At Whiteshill we...’</p> <p>Curriculum vision includes focus on outdoor learning</p> <p>Yoga sessions for lower Key Stage 1 annually in PE curriculum</p> <p>Gardening sessions in Science Curriculum</p> <p>Sensory resources – fidget tools, ear defenders etc</p> <p>Low arousal area within classroom</p> <p>Restorative Practice approach</p> <p>Responsibility within the classroom</p> <p>‘Zones of Regulation’ check ins</p> <p>Meet and Greet</p> <p>Classrooms designed to encourage low-cognitive load</p>	<p>Incredible Five Point Scale</p> <p>‘ELSA’ (Emotional Literacy Support Assistant)</p> <p>Social Stories to model positive behaviour</p> <p>Comic Strip Narratives</p> <p>Adaptations to classroom – safe space, sensory resources, flow activities (stim, exploratory resources, small world)</p> <p>Alerting and Calming Sensory Room access</p> <p>Additional access to outdoors for sensory breaks/movement breaks</p> <p>Feelings and Emotional Activity Cards</p> <p>Let’s Talk discussion cards</p> <p>‘Team Around the Child’ (TAC) meetings</p>	<p>Family Support Worker</p> <p>‘CAMHS’ or ‘Talk Well’ (formerly TiC+) support</p> <p>Support in line with advice from outside agencies e.g. Educational Psychologist, Advisory Teaching Service</p> <p>Social Stories – under advice from external agencies</p> <p>‘Zones of Regulation’ personal tools</p> <p>‘ELSA’ Intervention</p> <p>Self-Care support during lunchtimes</p> <p>Named emotionally available adult</p> <p>Individual Risk Assessment</p> <p>Pastoral Support Plan</p> <p>Pupil Passport</p> <p>Managed timetables</p> <p>Alternative Provision</p>



We are Curious; We are Unique; We are Together; We are Whiteshill!

## Whiteshill Primary School: Waves of Intervention

<p><b>Sensory and Physical</b></p> <ul style="list-style-type: none"> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Deafblind / Dual sensory impairment</li> <li>• <b>Physical Needs:</b> Cerebral Palsy – CP Spina Bifida / Hydrocephalus - SBH Muscular Dystrophy – MD Significant accidental injury - SAI</li> <li>• <b>Medical Needs:</b> Epilepsy, Asthma, Diabetes, Anaphylaxis, Downs perceptual, fine motor, mobility, communication, independence, interpersonal, curriculum access &amp;/or attainment, emotions / withdrawn / frustration, social inclusion, spoken / written, communicating,</li> </ul>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Accessibility of building, e.g. all classrooms have wheelchair access</p> <p>Classroom organisation</p> <p>Whole school – medical booklet issued to all staff with photograph and details of all children with medical need that need medication or allergies</p> <p>PSHE Curriculum</p> <p>Physical Education</p> <p>Swimming</p>	<p>Additional fine motor skills practice</p> <p>Implementation of individual medical care plan shared with all relevant staff members</p> <p>In class support for access and safety</p> <p>Sensory profiling and planned feedback</p> <p>Gross Motor programme/'Fizzy' programme</p> <p>Fine Motor Groups – focused, adult lead sessions to develop control and coordination</p> <p>Movement and sensory breaks</p> <p>Writing slopes/wedges/pencil grips</p>	<p>Individual support in class during appropriate subjects e.g. science, D&amp;T, PE</p> <p>PE and lunch time physiotherapy programme</p> <p>Occupational therapy programme</p> <p>Use of appropriate resources e.g. radio aids for hearing impairment</p> <p>'Makaton' / 'Total Communication'</p> <p>Support in line with advice from outside agencies e.g. Educational Psychologist (EP), Advisory Teaching Service (ATS), NHS Cancer services</p> <p>Medical/Individual Care plans in place and followed by staff who are in contact with the child</p> <p>Manual Handling Plan</p> <p>Intimate Care Plan</p> <p>Physical Intervention Policy and records</p>
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For more information on how your child will be supported with the above areas of need and also to find out how a child's sensory and/or physical needs would be supported to help disabled pupils to access the school, please see the [Gloucestershire Intervention Guidance for Special Educational Needs and Disability in Educational Settings – Schools](#). Please also see our [Equalities Objectives Statement](#) and Accessibility Plan for more information on how we will ensure disabled pupils are not treated less favourably than other pupils.