

Teaching Environment and Groupings

Wave Three	
<ul style="list-style-type: none"> KS1-5 timetabled access to learning support base with flexible teaching arrangements. At KS4/5 this could include off site learning programme. 	
<ul style="list-style-type: none"> Timetable allows for reduced options to support study in other area 	
<ul style="list-style-type: none"> Access to Nurture group 'safe haven' is available to reduce anxieties associated with learning, and support social and emotional development 	
<ul style="list-style-type: none"> Nurture group type activities are in place 	
<ul style="list-style-type: none"> Appropriate environment is available for regular therapy input 	
<ul style="list-style-type: none"> Specialist Teacher Advice on positioning of pupil according to need eg Sensory, Physical 	

Assessment, Planning and Review

Wave Three	
<ul style="list-style-type: none"> External Specialist Advice contributes to ongoing assessment and review 	
<ul style="list-style-type: none"> Multi-agency approach through Early Help 	
<ul style="list-style-type: none"> High level of ongoing home-school liaison planning and review 	
<ul style="list-style-type: none"> Pupil progress is rigorously monitored and reviewed 	
<ul style="list-style-type: none"> Personalised programmes/ targeted assessment includes advice and support from appropriate external agencies 	

Curriculum, and Teaching and Learning Methods

Wave Three	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Close analysis of pupil presentation and levels of engagement informs intervention 	
<ul style="list-style-type: none"> Pre and post lesson coaching 	
<ul style="list-style-type: none"> Individual teaching where close analysis of pupil presentation requires intervention 	
<ul style="list-style-type: none"> The provision of 1:1 intervention programmes supported by highly skilled staff 	
<ul style="list-style-type: none"> Group teaching outside main classroom environment 	
<ul style="list-style-type: none"> Alternative Specialist methods of recording e.g. Braille, signing to a scribe, talking to scribe 	
<ul style="list-style-type: none"> Increasing adult:child ratio in class 	
<ul style="list-style-type: none"> Planned and unplanned strategic withdrawal for skill based sessions 	
<ul style="list-style-type: none"> Use of specialist equipment to reinforce and sustain learning 	
<ul style="list-style-type: none"> Supervision in play/lunchtimes to assist and support social interaction, independence, play, mobility, 	
<ul style="list-style-type: none"> emotional well-being 	
<ul style="list-style-type: none"> Flexible personalised pupil timetables may include a reduced timetable 	

Staffing Levels and Development

Wave Three	
<ul style="list-style-type: none"> Provision of additional adult support up to 20 hours per week 	
Possible specialist in house support could include access to the following; <ul style="list-style-type: none"> Personal care and ancillary support Lunch time play supervision Specialist teachers - access to advice and guidance and diagnostic assessments Therapeutic support from Occupational Therapists or Speech and Language therapists advising on programmes which can be applied throughout the school 	

Partners and Resources

Wave Three	
<ul style="list-style-type: none"> Engagement of health care professionals 	<ul style="list-style-type: none">