

Levels of Intervention and Expected Outcomes

Teaching Environment and Groupings

Wave One	
<ul style="list-style-type: none"> Mainstream class or set 	
<ul style="list-style-type: none"> Regular reviews take place of how pupils are grouped for learning 	
<ul style="list-style-type: none"> Consideration given to grouping by ability and deployment of Teaching Assistance 	
<ul style="list-style-type: none"> Flexible groupings are used with a targeted focus on learning, monitored through measurable targets. 	
<ul style="list-style-type: none"> Challenge and modelling within classrooms to develop learning 	
<ul style="list-style-type: none"> Physical organisation of classroom adapted 	
<ul style="list-style-type: none"> Classroom methodically organised and conducive to good learning 	

Assessment, Planning and Review

Wave One	
<ul style="list-style-type: none"> Classroom observations undertaken which identify learning behaviours 	
<ul style="list-style-type: none"> Screening for learning difficulties is embedded. 	
<ul style="list-style-type: none"> Effective and ineffective approaches to teaching and learning are identified 	
<ul style="list-style-type: none"> Environmental intolerances identified and acted upon 	
<ul style="list-style-type: none"> Effective tracking of pupil progress in place, including baseline assessment, the setting and review of individual SMART targets which enhance or are in addition to whole class targets. 	
<ul style="list-style-type: none"> Individual provision map is in place 	
<ul style="list-style-type: none"> Enhanced resources and differentiated learning are included on provision maps and include targets to demonstrate impact on learning 	
<ul style="list-style-type: none"> Information about pupil targets is shared with all staff. 	
<ul style="list-style-type: none"> Work is set at an appropriate level to develop potential 	
<ul style="list-style-type: none"> The criteria for recording and measuring the progress of pupils with SEN/Disability are clearly understood by all staff. 	
<ul style="list-style-type: none"> Transition arrangements are in place and effectively administered. 	
<ul style="list-style-type: none"> Coherent pastoral support policy in place for whole school, with teaching roles and procedures well defined 	
<ul style="list-style-type: none"> A proactive system to record pupil absence is in place 	
<ul style="list-style-type: none"> Disability Discrimination Act (DDA) compliant access to education is secured for all pupils 	

Curriculum, and Teaching and Learning Methods

Wave One	
<ul style="list-style-type: none"> Whole school Quality First Teaching (QFT) practice embedded across school 	
<ul style="list-style-type: none"> Effective pupil progress planning and preparation anticipates and provides for the needs of all pupils 	
<ul style="list-style-type: none"> Appropriate methods and resources are selected and used in lesson planning 	

<ul style="list-style-type: none"> • Pace of lesson is adjusted for some learners 	
<ul style="list-style-type: none"> • Differentiated approach to content, language and delivery to communicate lesson content 	
<ul style="list-style-type: none"> • Visual presentation increased to meet needs of some children 	
<ul style="list-style-type: none"> • Modification of tasks with high literacy content across curriculum areas 	
<ul style="list-style-type: none"> • Differentiated curriculum and tasks 	
<ul style="list-style-type: none"> • Paired learning 	
<ul style="list-style-type: none"> • Teacher repetition and reinforcement, with on-going assessment of understanding of concepts 	
<ul style="list-style-type: none"> • Teachers take account of how different pupils learn 	
<ul style="list-style-type: none"> • Effective transition planning and preparation anticipates and provides for the needs of all pupils • Effective reporting and communications systems are in place 	
<ul style="list-style-type: none"> • to report to parents 	

Staffing Levels and Development

Wave One	
<ul style="list-style-type: none"> • Staff meet the 2012 Teachers Standards, where all staff can adapt their teaching to respond to the strengths and needs of all their pupils including those with SEN or disability and within vulnerable groups of learners. 	
<ul style="list-style-type: none"> • Staff know how to differentiate properly using approaches which enable pupils to learn effectively 	
<ul style="list-style-type: none"> • Staff can demonstrate an awareness of the physical, social and intellectual development of pupils and how this determines a need to adapt teaching to different phases in a pupil's education. 	
<ul style="list-style-type: none"> • Staff have a holistic view of a pupil's learning patterns 	
<ul style="list-style-type: none"> • Staff should be suitably qualified and experienced, and supported to gain skills and knowledge in areas that will improve teaching and support of pupils with SEN or disability 	
<ul style="list-style-type: none"> • All staff should have access to the SENCO 	
<ul style="list-style-type: none"> • Analytical assessment of a pupil's barriers to learning should result in an individual provision map. 	
<ul style="list-style-type: none"> • Visible positive role models in staff groups 	

Partners and Resources

Wave One	
<ul style="list-style-type: none"> • Facilities in school to address personal care, dietary, toileting, medication needs and mobility support. • Health care plans in place, including arrangements for the administration of medicine • LA advice, guidance and support within the framework of provision of services to schools • Equipment- the duty to provide aids for disabled pupils (Equality Act 2010) • Engagement of parents throughout the educational process 	