

Teaching Environment and Groupings

Wave Two	
<ul style="list-style-type: none"> Use of circle time to reinforce expectations and to develop learning, and social and emotional skills 	
<ul style="list-style-type: none"> Daily access to small group teaching in place for literacy and numeracy 	
<ul style="list-style-type: none"> Individualised teaching programmes delivered in short sessions daily 	
<ul style="list-style-type: none"> Some 1:1 outside the classroom 	
<ul style="list-style-type: none"> Low stimulus work area in place 	
<ul style="list-style-type: none"> Quiet area available with known staff 	
<ul style="list-style-type: none"> Teacher mentoring 	

Assessment, Planning and Review

Wave Two	
<ul style="list-style-type: none"> Concerns about pupil progress increase with detailed evidence over time. 	
<ul style="list-style-type: none"> Teacher, Subject Teacher and TA plan together. 	
<ul style="list-style-type: none"> TAs are well deployed to scaffold access to learning in mainstream lessons. 	
<ul style="list-style-type: none"> Regular reviews take place against targets 	
<ul style="list-style-type: none"> Feedback is focused on how much pupils have learned rather than description of support or qualitative comments 	
Access to extra formal assessment or access arrangements through support arrangements	

Curriculum, and Teaching and Learning Methods

Wave Two	
<ul style="list-style-type: none"> Effective and targeted Catch-up Intervention programmes which focus on under achieving pupils 	
<ul style="list-style-type: none"> Precision teaching is used across the school where appropriate 	
<ul style="list-style-type: none"> Manipulative tasks are supported by adult and /or peer support, or alternative approach is adopted 	
<ul style="list-style-type: none"> Pre-lesson introduction to key points, content and concept 	
<ul style="list-style-type: none"> Targeted use of Specialist Teaching/Teaching Assistant support for learning is well deployed to scaffold access to learning in mainstream lessons and support in unstructured times of day 	
<ul style="list-style-type: none"> Pastoral Support Plans are introduced for pupils in danger of escalated concern, tightly managed and reviewed 	

Staffing Levels and Development

Wave Two	
<ul style="list-style-type: none"> Individual Provision map determines whether pupil should access enhanced adult support where impact is assessed and constant re-focusing takes place with regards to groupings, programmes, teaching approaches. 	
<ul style="list-style-type: none"> Additional Adult support must be used effectively and be directed by teachers, be appropriately trained and have access to training to enhance professional development. 	
<ul style="list-style-type: none"> All supporting staff must be familiar and confident with pupil's individualised targets and in assessing pupil progress. 	
<ul style="list-style-type: none"> Updated staff training in all areas of SEN and disability 	

Partners and Resources

Wave Two	
<ul style="list-style-type: none"> Links with special schools and Enhance learning provisions for advice and support in developing training , skills and learning environment 	<ul style="list-style-type: none">