

Area of Need	Wave 1 (Universal) Quality First Teaching for all pupils	Wave 2 (Enhanced) Short term/catch up interventions	Wave 2+ Longer term/catch up interventions with specialist advice
Cognition and Learning	<ul style="list-style-type: none"> Quality first, multisensory teaching Differentiated teaching groups for Phonics, Literacy & Numeracy Differentiated challenges within continuous provision Visual timetables and other visual aids Accessible equipment On-going assessment in EYFS Use of writing frames, checklists, whiteboards Use of word banks Chunking of tasks IWB in every classroom Provide examples pupils can refer to (WAGOLL) Access to iPads/ netbooks in every classroom 	<ul style="list-style-type: none"> Small group booster groups for Phonics, literacy & numeracy Precision teaching 1:1 individualised phonics, literacy or numeracy support 	<ul style="list-style-type: none"> School Support/ Additional Support plan outlining individualised strategies Referral and advice from SENAAT Referral and advice from Educational Psychology Team Personalised curriculum
Communication and Interaction	<ul style="list-style-type: none"> Small group circle time Opportunities for developing communication and interaction within continuous provision time Sounds & Listening Programme Mouth Gym activities Active and Engaging lessons Structured school and class routines Use of modified language Slow/calm tone of voice Children encouraged to verbalise what they need to do Key words displayed in classrooms Provide visuals of steps needed to complete a task Non-verbal cues and gestures Use of symbols, laminated cards on lanyards Talking Partners Teach rhymes ,songs, mnemonics 	<ul style="list-style-type: none"> Wellcomm speech & language interventions Sounds Listening Program Social skills group Mouth Strengthening excercises NELI program Early Years Support Plan/ School Support Plan 	<ul style="list-style-type: none"> Referral to Speech & Language therapy service and implementation of intervention programme delivered by TAs 1:1 classroom support for social communication needs Referral and advice from Educational Psychology Team Additional Support plan outlining individualised strategies from advice Enhanced transition to next year group
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Positive behaviour management strategies and clear expectations Key person circle times Use of PSHE resources 	<ul style="list-style-type: none"> Small group nurture groups Social skills partner work Home/school communication Quiet space Butterfly Room 	<ul style="list-style-type: none"> 1:1 nurture sessions with key person School Support/ Additional Support plan outlining individualised strategies Enhanced transition to next year group/ school

	<ul style="list-style-type: none"> • Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school • Growth Mindset • Positive praise and behaviour strategies used by all adults • Good behaviour modelled by adults • Use of CPOMS. • Certificates/stickers/notes home • Tapestry • Headteacher and SENCO available to talk with parents • Neurodiversity celebration week • Bereavement training for staff • 4 members of staff trained in Mental Health First Aid 	<ul style="list-style-type: none"> • Individual reward chart/ behaviour system 	
Physical and Sensory	<ul style="list-style-type: none"> • Multisensory teaching • Accessible indoor and outdoor areas • Fine motor skills provision including differentiated scissors and writing resources • Well organised classrooms planned around health and safety aspects. • Carpet spaces/seating plans catered around physical and sensory needs of the class • Sit/wobble cushions • Writing slopes, pencil grips and rulers with handles. • Coloured overlays • Movement breaks • Use of different fonts (large/bold) • Tangles/chewable tangles/fidget toys • Funky fingers/ Finger gym • Use of Apps on Ipad - vision support 	<ul style="list-style-type: none"> • Small group fine motor skills and letter formation groups • Gross motor skills group • Mouth strengthening exercises • Sensory circuits • Fingertip strengthening exercises • School Support plan 	<ul style="list-style-type: none"> • Use of adapted resources as appropriate • 1:1 support to access curriculum as appropriate • Hearing Support Service (in school support) including LOOP systems for children with Hearing Aids • Advice from LA SESS • Referral and advice from Educational Psychology Team • Referral and advice from Occupational Therapy (including sensory circuits) • An Additional Support plan outlining individualised strategies



Area of Need	Wave 1 (Universal) Quality First Teaching for all pupils	Wave 2 (Enhanced) Short term/catch up interventions	Wave 2+ Longer term/catch up interventions with specialist advice
Cognition and Learning	<ul style="list-style-type: none"> Quality first, multisensory teaching Differentiated teaching groups for Phonics, English & Maths Availability of resources such as coloured overlays, enlarged text or tinted paper Teaching & Learning strategies Visual timetables and other visual aids Accessible equipment Use of writing frames, checklists, whiteboards Use of word banks Chunking of tasks IWB in every classroom Provide examples pupils can refer to (WAGOLL) Access to iPads/ netbooks in every classroom 	<ul style="list-style-type: none"> Small group booster groups for Phonics, English & Maths 1:4 or 1:6 2 x 20 mins per week Starspell computer program 4 x 10 mins per week IDL computer program 3 x 20 mins per week – English & Maths & access at home RM Maths/ Bondbuilder/Numbots computer program 4 x 10 mins per week Additional guided reading in small groups or individually 4 x 15 mins per week. Spellingframe https://spellingframe.co.uk/ Daily reading with an adult Use of a scribe Use of a reader 5 minute Maths Box – small group 	<ul style="list-style-type: none"> 1:1 individualised phonics, English or Maths support 3 x 20 mins per week School Support/ Additional Support plan outlining individualised strategies 1:1 use of Numberbox activities 4 x 10 mins per week Precision teaching Referral and advice from SENAAT Referral and advice from Educational Psychology Team Personalised curriculum Extra time for tests
Communication and Interaction	<ul style="list-style-type: none"> Small group circle time Teaching & Learning strategies Visual timetable Opportunities for developing communication & interaction within teaching time Active and Engaging lessons Structured school and class routines Use of modified language Slow/calm tone of voice Children encouraged to verbalise what they need to do Key words displayed in classrooms Provide visuals of steps needed to complete a task Non-verbal cues and gestures Use of symbols, laminated cards on lanyards Talking Partners Teach rhymes, songs, mnemonics 	<ul style="list-style-type: none"> Wellcomm speech & language interventions Social skills group 1:6 1 x 30 mins per week Lego therapy – small group Time to Talk program- small group 1:1 Speech & Language therapy sessions 1:1 Socially Speaking/ Comic Strip activities Enhanced transition to next year group 	<ul style="list-style-type: none"> Referral to Speech & Language therapy service and implementation of programme 1:1 classroom support for social communication needs School Support/ Additional Support plan outlining individualised strategies Referral and advice from Educational Psychology Team Referral to other agencies / pathway referral

Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school • Rules Display in every classroom • Growth Mindset • Positive praise and behaviour strategies used by all adults • Good behaviour modelled by adults • Worry Box in each classroom • Brain Breaks • Social Stories • After school clubs • PSHE focused work • CPOMS. • Star Award assembly • Marvellous Me app • Home school links • Headteacher and SENCOs available to talk with parents • Neurodiversity celebration week • Bereavement training for staff • 4 members of staff trained in Mental Health First Aid • Soft Start – meet and greet 	<ul style="list-style-type: none"> • Small group nurture groups • Social skills partner work • Lego therapy – small group • Talkabout intervention- a structured programme for teaching and measuring social skills in a small group • Advice sought from other agencies/ external providers • Home/school communication • Quiet space Butterfly Room • Individual reward chart/ behaviour system • Drawing & Talking Therapy (Pastoral Support Services) • Time to Talk Program 	<ul style="list-style-type: none"> • 1:1 nurture sessions with key person/ Learning mentor 2 x 20 mins per week or as required • Pastoral Support Services 1 x 20 mins weekly • School Support/ Additional Support plan outlining individualised strategies • Enhanced transition to next year group • Referral to other agencies / pathway referral • Referral and advice from CAMHS including termly visits • CAMHS MHST work directly with children 1:1/in groups and can offer workshops/training for parents and staff. • Referral and advice from Educational Psychology Team • Referral and advice from ASC team • Referral and advice from Gilbrook Outreach • Support package from ADHD Foundation to include 1:1 counselling and workshops for parents.
Physical and Sensory	<ul style="list-style-type: none"> • Multisensory teaching • Fine motor skills provision including differentiated scissors and writing resources • Well organised classrooms planned around health and safety aspects. • Carpet spaces/seating plans catered around physical and sensory needs of the class • Sit/wobble cushions • Writing slopes, pencil grips and rulers with handles. • Coloured overlays • Movement breaks • Use of different fonts (large/bold) • Tanglers/chewable tanglers/fidget toys • Funky fingers/ Finger gym • Use of Apps on iPad – vision support 	<ul style="list-style-type: none"> • Small group fine motor skills and letter formation groups 2 x 20 mins per week • Personalised sensory circuits • Gross motor skills group • Use of a scribe • Use of a reader • Extra time for tests • School Support Plan 	<ul style="list-style-type: none"> • Use of adapted resources as appropriate • 1:1 support to access curriculum as appropriate • School Support/ Additional Support plan outlining individualised strategies • 1:1/2 sensory circuits or sensory breaks as required • Hearing Support Service (in school support) including LOOP systems for children with Hearing Aids • Advice from LA SESS • Referral and advice from Educational Psychology Team • Referral and advice from Occupational Therapy (including sensory circuits) • An Additional Support plan outlining individualised strategies



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Communication and Interaction	<ul style="list-style-type: none"> Small group circle time Teaching & Learning strategies Visual timetable Opportunities for developing communication & interaction within teaching time Active and Engaging lessons Structured school and class routines Use of modified language Slow/calm tone of voice Children encouraged to verbalise what they need to do Key words displayed in classrooms Provide visuals of steps needed to complete a task Talking Partners 	<ul style="list-style-type: none"> Wellcomm speech & language interventions Referral to Speech & Language therapy service and implementation of programme Social skills group 1:6 1 x 30 mins per week Lego therapy Socially Speaking program 1:1 Speech & Language therapy sessions 1:1 Socially Speaking/ Comic Strip activities School Support Plan Enhanced transition to next year group/ school 	<ul style="list-style-type: none"> 1:1 classroom support for social communication needs School Support/ Additional Support plan outlining individualised strategies Referral and advice from SALT (including programs which are delivered by TAs) # Referral and advice from Educational Psychology Team Enhanced transition to next year group/ school Referral to other agencies / pathway referral Additional School Support Plan
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole school behaviour policy, rules, rewards and sanctions system consistently used throughout the school Rules Display in every classroom Growth Mindset 	<ul style="list-style-type: none"> Small group social skills groups Social skills partner work Transition work for moving to high school Lego therapy 	<ul style="list-style-type: none"> 1:1 nurture sessions with key person/ Learning mentor 2 x 20 mins per week or as required Pastoral Support Services 1 x 20 mins weekly

	<ul style="list-style-type: none"> • Positive praise and behaviour strategies used by all adults • Good behaviour modelled by adults • Worry Box in each classroom • Brain Breaks • Social Stories • After school clubs • PSHE focused work • CPOMS. • Star Award assembly • Marvellous Me app • Home school links • Headteacher and SENCOs available to talk with parents • Neurodiversity celebration week • Bereavement training for staff • 4 members of staff trained in Mental Health First Aid • Soft Start – meet and greet 	<ul style="list-style-type: none"> • Socially Speaking Program- a structured programme for teaching and measuring social skills in a small group • Home/school communication • Quiet space Butterfly Room • Individual reward chart/ behaviour system • Anxiety group work • Advice sought from other agencies/ external providers • School support plan 	<ul style="list-style-type: none"> • School Support/ Additional Support plan outlining individualised strategies • Enhanced transition to next year group • Referral to other agencies / pathway referral • Referral and advice from CAMHS including termly visits • CAMHS MHST work directly with children 1:1/in groups and can offer workshops/training for parents and staff. • Referral and advice from Educational Psychology Team • Referral and advice from ASC team • Referral and advice from Gilbrook Outreach • Support package from ADHD Foundation to include 1:1 counselling and workshops for parents. • Additional School Support plan
Physical and Sensory	<ul style="list-style-type: none"> • Multisensory teaching • Fine motor skills provision including differentiated scissors and writing resources • Well organised classrooms planned around health and safety aspects. • Carpet spaces/seating plans catered around physical and sensory needs of the class • Sit/wobble cushions • Writing slopes, pencil grips and rulers with handles. • Coloured overlays • Movement breaks • Use of different fonts (large/bold) • Tangles/chewable tangles/fidget toys • Use of Apps on Ipad – vision support 	<ul style="list-style-type: none"> • Small group handwriting groups 2 x 20 mins per week • Personalised sensory circuits • Gross motor skills group • Touch typing • Use of laptop for written work • Speech to type software • Use of scribe • Typing up work to edit • Use of a reader • Extra time for tests • School support plan 	<ul style="list-style-type: none"> • Use of adapted resources as appropriate • 1:1 support to access curriculum as appropriate • 1:1/2 sensory circuits or sensory breaks as required • Hearing Support Service (in school support) including LOOP systems for children with Hearing Aids • Advice from LA SESS • Referral and advice from Educational Psychology Team • Referral and advice from Occupational Therapy (including sensory circuits) • An Additional Support plan outlining individualised strategies

Wave 1 (Universal Provision)

Wave 2 (Targeted Provision)

Wave 2 +(Time limited Funding – individual pupil funding agreement)

Wave 3 (EHCP application) <https://localofferwirral.org/help-for-your-child/sen-and-disabilities/all-about-ehc-plans/how-to-request-an-ehc-plan/>