

Wave 2: Additional interventions to enable CYPs to work at age related expectations

<p style="text-align: center;">Cognition and Learning</p> <ul style="list-style-type: none">• Year 5/6 curriculum days.• Opportunities for reinforcement and consolidation – e.g. reading clubs, accelerated reader, homework clubs.• Science club.• Extension task boards.• School marking policy.• Learning objectives stated at the beginning of each lesson.• Provision of subject specific dictionaries, revision guides with teacher guidance.• Withdrawal sessions to improve reading and writing.• Mentoring.• Occasional in class learning support intervention.• Staff CPD training around specific needs.• Exam access arrangements if necessary.• Homework club.• Promotion of independent learning skills.	<p style="text-align: center;">Communication and Interaction</p> <ul style="list-style-type: none">• Liaison with Junior School re individual students.• Transition information shared with whole school.• Staff have an understanding of the KS2 curriculum relating to their subject.• Teachers alert SENCO/SEN Manager re any issues and are monitored.• Teachers give clear and concise instructions one at a time.• Activities are planned to take into account communication needs.• Effective use of collaborative group work.• Mentoring.• Provision of subject dictionaries.• Speech and language groups.• Small group interventions.• External agency involvement.• Pre-teaching.• Listening skills activities.• Effective use of collaborative group work.
<p style="text-align: center;">Social, Emotional & Mental Health</p> <ul style="list-style-type: none">• Head of Transition/SEN Manager/DSL and Student.• Welfare Officer involved in Junior School visits to gather information.• Temporary time out card.• Behaviour report.• Movement breaks.• Extra focus in class on personal and social education.• Restorative justice used.• Anti-bullying policy.• Anti-bullying assemblies.• Interventions to enhance social skills by qualified ELSA.• Sessions to enhance self-esteem.• Staff CPD training around the needs of specific students.• External agency advice.• Referral to relevant support agencies.• Social stories.• Tutor programme.	<p style="text-align: center;">Medical, Sensory and Physical</p> <ul style="list-style-type: none">• Liaison with Junior School.• Transition information shared with staff.• Teacher allows extra time for completion of tasks.• Support staff read or scribe as necessary.• Students can leave lesson early to avoid rush.• Seating arrangements considered.• Levels of background noise/distraction reduced where possible.• Lesson observations provide feedback for improvement for teachers.• Linked documents available and easily accessible on SIMS.• Risk assessments.• Adaption of PE planning additional support where needed.• Use of ICT.• Attention to fine motor skills.• Fidget toys.• External agency involvement.• Lift access in main block.• Hand rails.• Disabled toilet.

Wave 2: Additional interventions to enable CYPs to work at age related expectations

- | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Access to wheelchair.• Staff training around specific needs of students.• First aid trained staff.• Movement breaks. |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|