

## Eagley Junior School – Waves of Intervention Map – September 2017

| Area of Need                      | Wave 1   | Wave 2  | Wave 3  |
|-----------------------------------|--|---|---|
| Cognition and Learning            | <ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcome, modelling/visual aids</li> <li>• TA in class</li> <li>• Use of writing frames</li> <li>• Access to word processor</li> <li>• Word banks</li> <li>• Visual timetables</li> </ul> | <ul style="list-style-type: none"> <li>• First class@ number</li> <li>• Read Write Inc</li> <li>• Sounds Write</li> <li>• Small group reciprocal reading</li> <li>• Small group reading comprehension</li> <li>• Reading buddies</li> <li>• PAT</li> <li>• Fresh Start reading programme</li> </ul> | <ul style="list-style-type: none"> <li>• Ladywood Outreach</li> <li>• 1:1 tuition</li> </ul>                                    |
| Communication and Interaction     | <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Structured school and class routines</li> <li>• Differentiated curriculum planning, activities, delivery and outcome</li> <li>• Visual timetables/modelling</li> <li>• Voice recorders</li> </ul>                        | <ul style="list-style-type: none"> <li>• Talking partners</li> <li>• In class support with focus on speech and language (1:4 TA)</li> </ul>   | <ul style="list-style-type: none"> <li>• Ladywood Outreach</li> <li>• Speech and Language support</li> </ul>                    |
| Emotional, Behavioural and Social | <ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• School code of conduct</li> <li>• Class reward systems</li> <li>• Circle time</li> </ul>   | <ul style="list-style-type: none"> <li>• Small group circle time</li> <li>• Nurture groups</li> <li>• Peer mentoring (as appropriate)</li> <li>• Learning mentor programme</li> </ul>   | <ul style="list-style-type: none"> <li>• Behaviour Support service intervention</li> <li>• Learning mentor programme</li> </ul> |
| Sensory and Physical              | <ul style="list-style-type: none"> <li>• Staff aware of implications of physical development</li> <li>• Pencil grips</li> <li>• Flexible teaching arrangements</li> </ul>  | <ul style="list-style-type: none"> <li>• Keyboard skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Physiotherapy programmes</li> <li>• Occupational Therapy programmes</li> </ul>         |