

Cognition and Learning - Core Offer

Wave 1 - Universal strategies - *most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children*

Class Teaching Team	
<ul style="list-style-type: none"> Quality First Teaching strategies. Differentiated curriculum. Differentiated expectations. Clear classroom routines Differentiated Teaching styles. Modelling of skills Success criteria Group guided reading Working walls 	<ul style="list-style-type: none"> In-class TA and Class Teacher support Use of visuals to support learning e.g Now and Next board, visual timetable, word mats Use of writing frames or WAGGOLS (what a good one looks like) Visual support: visual timetables, Task boards Use of manipulatives e.g Numicon Use of Technology to support learning. Dyslexia friendly classrooms

Wave 2 - Targeted approaches - *a small group of children will still struggle to make progress with their learning despite effective Wave 1*

Class Teaching Team	
<ul style="list-style-type: none"> In-class Additional targeted teacher support In-class targeted small TA group support Pre-teaching opportunities in small groups. Overlearning opportunities in small groups 	<ul style="list-style-type: none"> Multisensory teaching approach. Booster opportunities. Catch up programmes e.g Wordshark, Reading Plus, TT Rockstars, Purple Mash Guided reading support in small groups. Specific interventions to close the gap in learning.

Wave 3 - Personalised approach - *Only a few children will need this highly personalised support to make progress.*

Class Teaching Team	SENCo
<ul style="list-style-type: none"> 1:1 personalised support. Individualised curriculum Catch up programmes e.g Mr Goodguess, Precision teaching e.g Toe by toe Colourful semantics, memory interventions. Personalised Toolkits. Interventions tailored by SLTS/ SALT. 1:1 Reader/ Scribe support, Exam accessibility arrangements. Tinted Notebooks/overlays. 	<ul style="list-style-type: none"> Liaison and supervision of specific and targeted interventions Advice through Pupil Progress Meetings and SEN reviews Referral to external services Resourcing targeted interventions Referral to Specialist Teaching Services (STLS) surgeries. Referral to Local Inclusion Forum Team (LIFT). Referral to Speech and Language Therapist. Referral to Educational Psychologist.