


Code of Practice Area of Need:	 Wave One (In class teaching)	Wave Two (Small group intervention)	Wave Three (1:1 individual support)
Communication and Interaction	<ul style="list-style-type: none"> <li>• Visual timetables and other visual resources used in the classrooms</li> <li>• Clear instructions/ information given by the teachers</li> <li>• Calm environments</li> <li>• Support and development as a priority in the EYs - teaching good communication skills from the start of nursery</li> <li>• Oracy activities</li> <li>• Success criteria</li> <li>• Structured routines</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions focussing on communication and language</li> <li>• Peer discussions</li> <li>• Purposeful role play activities</li> <li>• Drama activities small group</li> <li>• Nurture group</li> <li>• Lego therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist services to be accessed where applicable to the child's needs. AOT, EP, SENSS, Speech and Language, Midlands Psychology.</li> <li>• 1:1 programs delivered in school where applicable following guidance from outside agencies.</li> <li>• Individualised transition programs for pupils with specific needs.</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching with learning matched to individual needs through differentiated activities.</li> <li>• Working walls in classrooms enable pupils to access visual prompts for learning.</li> <li>• Dyslexia Friendly teaching styles</li> <li>• Multisensory teaching techniques to enable pupils to access the curriculum through their preferred learning style.</li> <li>• Phonics whole class teaching</li> <li>• Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• 'Scaffold' activities for pupils to enable them to access learning.</li> <li>• Small group interventions for areas of need.</li> <li>• Targeted support in lessons for groups delivered by teachers and teaching assistants.</li> <li>• Phonics interventions to meet the needs of a small group of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals for EP/ SENSS may be appropriate to advise next steps or complete assessments.</li> <li>• 1:1 interventions if required</li> <li>• Coloured overlays/workbooks for pupils</li> <li>• Adapted teaching resources were appropriate.</li> <li>• Phonics teaching to meet the individual needs of a child.</li> <li>• Precision teaching</li> <li>• Visual/auditory memory activities</li> </ul>
Social, mental and emotional health	<ul style="list-style-type: none"> <li>• Hayes Meadow has a consistent behaviour code throughout school.</li> <li>• We build positive relationships with the children and families.</li> <li>• Assemblies are themed to reinforce our "Rules' and positive behaviours including a reward assembly which celebrates the children's achievements.</li> <li>• Circle time and PSHE is delivered as part of the curriculum.</li> <li>• Mental health lessons – qualified TA and progressive sports</li> <li>• Parent coffee mornings with Friends of Hayes Meadow</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups to target specific areas of need.</li> <li>• Playground buddies to support playtimes.</li> <li>• School Council representatives promote positive behaviours</li> <li>• Nurture group</li> <li>• Lego therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Some children may require further support from other professionals such as Behaviour Owl, Small Talk, CAMHS, the local support team or behaviour support.</li> <li>• Individual programs may be necessary for some pupils.</li> </ul>
Sensory and/ or physical needs	<ul style="list-style-type: none"> <li>• Multi -sensory teaching techniques.</li> <li>• Classrooms and school are accessible to all pupils.</li> <li>• Quality first teaching with learning matched to individual needs through differentiated activities.</li> <li>• Individual workstations and sensory resources</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted support and resources for groups of pupils to develop physical skills.</li> <li>• Sensory support and resources for small groups of children – dark tent and lights</li> <li>• Resources such as pencil grips, varying size and shape pencils and pens, overlays.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist services may be involved with pupils. Specific programs may be required to support their needs.</li> <li>• Resources may be purchased such as writing slopes, weighted blankets, wobble boards. Resources can also be adapted such as enlarging text.</li> <li>• Advice from VI, HI, AOT and Occupational therapy.</li> <li>• School Nurse</li> <li>• Malachi counselling service</li> </ul>

