

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"> • Visual timetables and other visual resources used in the classrooms • Clear instructions/ information given by the teachers • Calm environments • Support and development as a priority in the EYs - teaching good communication skills from the start of nursery 	<ul style="list-style-type: none"> • Small group interventions focussing on communication and language • Peer discussions • Purposeful role play activities • Drama activities small group 	<ul style="list-style-type: none"> • Specialist services to be accessed where applicable to the child's needs. AOT, EP, SENSS, Speech and Language, Midlands Psychology. • 1:1 programs delivered in school where applicable following guidance from outside agencies. • Individualised transition programs for pupils with specific needs.
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching with learning matched to individual needs through differentiated activities. • Working walls in classrooms enable pupils to access visual prompts for learning. • Dyslexia Friendly School Award • Multisensory teaching techniques to enable pupils to access the curriculum through their preferred learning style. 	<ul style="list-style-type: none"> • 'Scaffold' activities for pupils to enable them to access learning. • Small group interventions for areas of need. • Targeted support in lessons for groups delivered by teachers and teaching assistants. 	<ul style="list-style-type: none"> • Referrals for EP/ SENSS may be appropriate to advise next steps or complete assessments. • 1:1 interventions if required • Coloured overlays/workbooks for pupils • Adapted teaching resources were appropriate.
Social, mental and emotional health	<ul style="list-style-type: none"> • Hayes Meadow has a consistent behaviour code throughout school. • We build positive relationships with the children and families. • Assemblies are themed to reinforce our "Rules" and positive behaviours including a reward assembly which celebrates the children's achievements. • Circle time and PSHE is delivered as part of the curriculum. 	<ul style="list-style-type: none"> • Social skills groups to target specific areas of need. • Playground buddies to support playtimes. • School Council representatives promote positive behaviours 	<ul style="list-style-type: none"> • Some children may require further support from other professionals such as CAMHS, the local support team or behaviour support. • Individual programs may be necessary for some pupils.
Sensory and/ or physical needs	<ul style="list-style-type: none"> • Multi -sensory teaching techniques. • Classrooms and school are accessible to all pupils. • Quality first teaching with learning matched to individual needs through differentiated activities. • 	<ul style="list-style-type: none"> • Targeted support and resources for groups of pupils to develop physical skills. 	<ul style="list-style-type: none"> • Specialist services may be involved with pupils. Specific programs may be required to support their needs. • Resources may be purchased such as writing slopes. Resources can also be adapted such as enlarging text.

