

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	- Visual timetables (Widgit) 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 - Oracy activities - Success criteria - Widgit - Structured routines	- Small group interventions focussing on communication and language - Peer discussions - Purposeful role play activities - Drama activities small group - Nurture group - Lego therapy - The Hub - Makaton	- 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. - The Hub - PODD boards - PECS
Cognition and Learning	- 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 teaching styles – Morph Mastery, visuals - Multisensory teaching techniques to enable pupils to access the curriculum through their preferred learning style. - Phonics whole class teaching - Writing frames	'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. - Phonics interventions to meet the needs of a small group of children. - The Hub	- Referrals for EP/ SENSS/Vicky McTear 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. - Phonics teaching to meet the individual needs of a child. - Precision teaching - Visual/auditory memory activities - Toe-by-Toe, Morph Mastery approach - EPAT
Social, mental and emotional health	- 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. - Mental health sessions	- Social skills groups to target specific areas of need. - Playground buddies to support playtimes. - School Council representatives promote positive behaviours - Nurture group - Lego therapy - The Hub	- 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. - The Hub - Nurture/ Sensory room - Play therapy
Sensory and/ or physical needs	- Multi -sensory teaching techniques. - Classrooms and school are accessible to all pupils. - Quality first teaching with learning matched to individual needs through differentiated activities. - Individual workstations and sensory resources - Quiet spaces - lunchtime	- Targeted support and resources for groups of pupils to develop physical skills. - Sensory support and resources for small groups of children – dark tent and lights - Resources such as pencil grips, varying size and shape pencils and pens, overlays. - The Hub	- Specialist services may be involved with pupils. Specific programs may be required to support their needs. - Resources may be purchased such as writing slopes, weighted blankets, wobble boards. Resources can also be adapted such as enlarging text. - Advice from VI, HI, AOT and Occupational therapy. - School Nurse - Malachi counselling service