

Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<p>Teacher informs Inclusion team of young people needing strategies to support them by the SEND referral form.</p>	<p>Teachers to initiate in-class/department intervention.</p>	<p>Personalised provision map created through Edukey SALT assessment / access arrangements / EHA considered with FLO and DG / external agencies</p>	<p>SENDCo / Assistant SENDCos to liaise with outside agencies. Input from teachers / DOFs / HOL etc will be requested as necessary.</p>
<p>Meet with Inclusion to discuss QFT and High Quality Adaptive Teaching strategies.</p>	<p>Inclusion to place the pupil on SEND register (K on SIMS) and parents are informed by referrer. Observation by Inclusion, email staff for feedback and feedback given to learn more. Discussion with SEND staff, HOL and FLO if necessary</p>	<p>Inclusion to write 'About Me!' (Manchester Inclusion Strategy) with young person, which includes strategies to use and provision (with dates) provided if necessary. 'About Me!' shared with staff involved. Relevant staff made aware of needs. Key contact given to young person for 'check-ins'.</p>	<p>SENDCo / Assistant SENDCo / KS lead complete Emergency funding paperwork / evidence gathering for application for EHCP / annual review paperwork with input from subject faculties/DOFs/HOL etc...</p>
<p>Young people within this wave are monitored by Subject Teachers / DOFs</p> <ul style="list-style-type: none"> • SENDCo /Assistant SENDCos / D Gott aware of the young person and concerns • Parents informed by referrer of concerns 	<p>Young people in this wave have Intervention / Strategy plan.</p> <ul style="list-style-type: none"> • Some screening / testing may have been carried out by subject faculties and strategies for support are in place • Young people are given short-term interventions by subject faculties • Interventions / strategy provision assessed and reviewed • Parents are informed by subject departments of strategies etc in place 	<p>Young people in this wave have individualised provision written by relevant staff teacher (SENDCo/Assistants SENDCo to support).</p> <ul style="list-style-type: none"> • Young people may have further assessments completed • Strategies for support are in place • Long-term support is put in place and the timetable is adapted as necessary • Parents are informed of provision and personalised curriculum • SALT intervention 	<p>Young people within this wave will have an EHCP or strategies given by a specialist or External Agency to work towards an EHCP.</p> <ul style="list-style-type: none"> • Young people will have interventions and regular input from outside agencies and/ or local authorities. • The reviews for this wave will follow the ECHP guidelines and timeframe. • Young people are placed on Wave 4 of the SEND register

Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Structured school day and class routines • Simplified language/ key words • Visual timetables • Modelling of language use • Spelling/ word mats/ lists • Small white board for individual use • Repeat important information slowly and clearly • Avoid idioms and sarcasm • PSM support • Check in • Location of seat • Blank questioning • Specific QFT strategies for specific needs 	<p>**In addition to Wave 1:</p> <ul style="list-style-type: none"> • Personalised Visual timetables • Support to focus on Speech & Language if necessary • Prompting / assistance with communication • Multi-sensory approach to learning • Peer Mentoring • Precision teaching (by faculty) • Individual learning targets • Small group teaching 	<p>** In addition to Waves 1&2:</p> <ul style="list-style-type: none"> • Weekly / daily check-ins • Visual timetables • Use of IT • Social Skills group • Support at play and lunch times • Pre-teach • Social and communication skills group • Lego therapy • Gardening • Lexia • Targeted homework club • Social stories • SALT intervention group • Sensory Circuits 	<p>**In addition to Waves 1, 2 & 3:</p> <ul style="list-style-type: none"> • EHCP • SaLT • Educational/ Clinical Psychologist • Outreach Services • Paediatrician • Referrals to external agencies • Referrals to CAMHS
<p>Level of Provision →</p>	<p>Wave 1: Universal Provision</p>	<p>Wave 2:</p>	<p>Wave 3: Long- Term Targeted Provision</p>	<p>Wave 4: Specialist Provision</p>

Broad area of need ↓	Quality First Teaching (QFT)	Short- Term Targeted Provision		
Cognition and Learning	<ul style="list-style-type: none"> Quality First Teaching Scaffolded Curriculum planning, activities, delivery and outcome Educational assemblies Peer mentoring Use of writing frames Illustrated dictionaries/ word banks Access to ICT Increased visual aids Modelling Interactive displays High quality questioning High quality texts and resources Seating arrangements Minimise copying from board Provide handouts Use of colour and highlighters Key word lists Chunk information Write checklists on white board Check in Location of seat Blank questioning Task Boards Specific QFT strategies for specific needs 	<p>**In addition to Wave 1:</p> <ul style="list-style-type: none"> Personalised Visual Timetables Peer mentoring Organisational skills Coloured overlays Additional intervention groups assessed and reviewed by faculty SpLD group 	<p>**In addition to Waves 1&2:</p> <ul style="list-style-type: none"> Individualised curriculum Exam Access Arrangements – evidence gathering and then to be considered Signposting to alternative providers/ courses / outside agencies Reduced timetables / subject choices Visuals Specialist ICT programs Examination Access arrangements Support at play and lunch times Pre-teach Social and communication skills group Lego therapy Gardening Lexia Targeted homework club Social stories SpLD group 	<p>**In addition to Waves 1, 2 & 3:</p> <ul style="list-style-type: none"> EHCP SaLT Educational/ Clinical Psychologist Outreach Services Paediatrician Referrals to external agencies
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Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> Reward systems Home – school communication Pastoral care PSM support Well-being award Peer group support Check in Location of seat Specific QFT strategies for specific needs 	<p>**In addition to Wave 1:</p> <ul style="list-style-type: none"> Individualised de-escalation profile Restorative meetings Social stories Weekly/ daily check-ins G12 pass Journaling/ diary monitoring Peer Mentoring Home – school communication Boxall Profile (analysis of gaps of knowledge) Social Stories 	<p>**In addition to Waves 1 & 2:</p> <ul style="list-style-type: none"> Home – school record Reduced timetables/ subject choices Exam Access Arrangements Counselling services External agencies Support at play and lunch times Pre-teach Social and communication skills group Gardening Youth mental health first aider intervention Nurture groups SALT intervention if necessary Sensory circuits 	<p>**In addition to Waves 1, 2 & 3:</p> <ul style="list-style-type: none"> EHCP evidence gathering Educational Psychologist Outreach Services Paediatrician Clinical Psychologist CAMHS Preventative placement
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**Sensory
and Physical**

- Flexible teaching arrangements
- Pencil/ pen grips
- Accessible ICT use (e.g. use of personal laptop in class)
- Staff aware of implications of Medical/ Physical impairment
- Seating arrangement
- Time to complete tasks
- Consistent talking pace
- Teacher to face pupil when talking
- Large-font resources
- Consider lighting in room
- Consider background noise
- Clearly organised classroom
- Repeat instructions slowly and clearly
- Use of visuals
- Fidget toys (age appropriate)
- Check ins
- Specific QFT strategies for specific needs

****In addition to Wave 1:**

- Drawing boards
- Production aids
- Writing slopes
- Organisation assistance
- Fine / gross motor skills work

****In addition to Waves 1&2:**

- Individualised curriculum
- Exam access arrangements
- Test paper modification
- Adapted Technologies/ Equipment
- LSA support to scribe
- Use of IT
- Reduced timetables/ subject choices
- Parent meetings
- Support at play and lunch times
- Lancasterian (if necessary)

****In addition to Waves 1, 2 &3:**

- EHCP
- Educational Psychologist
- Outreach Services
- Paediatrician
- Referrals to external agencies e.g. OT, PT, Sensory teacher