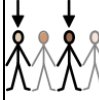



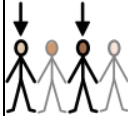



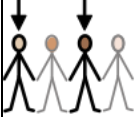

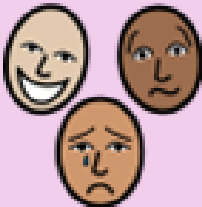
 WAVE 1 Inclusive Strategies for ALL learners	 WAVE 2 Targeted Intervention and Support for SOME learners	 WAVE 3 Specialist Support for a FEW learners	
	Level 0 (Universal) ALL students, ALL staff	Level 1 (Early Intervention) SOME students, TA led	Level 2 (Targeted Intervention) SOME students, Senior TA led	Level 3 (Specialist Intervention) FEW students, SENDCO led
Cognition and Learning 	<ul style="list-style-type: none">• Quality first teaching and graduated approach throughout school• Differentiated curriculum planning, activities, approaches & outcomes• Scaffolding and modelling – use of worked examples, sentence starters and model answers• Multi-sensory approaches – visual, auditory, kinaesthetic approach• Chunking information - Breaking instructions and learning into manageable steps.• Use of practical and concrete resources and visual aids to support learning• Accessible classroom layout and flexible seating arrangements - based on learning styles and needs (e.g., sitting closer to the board for focus)	<ul style="list-style-type: none">• Paired / guided reading with peer mentors• Precision teaching for HFW and subject-specific vocabulary• Structured phonics support for struggling readers e.g. Fresh start phonics• Structured small group literacy support eg. SNIP• Structured small group numeracy support e.g. numicon• Structured dyscalculia intervention• Teaching explicit strategies for following instructions• Pre-teaching vocabulary and concepts before lessons• Use of writing frames, sentence starters and graphic organisers• Coloured overlays, assistive technologies	<ul style="list-style-type: none">• Individual Student Support Plans (SSPs) with clear SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.• Indirect strategies embedded in classroom practice, delivered by training TAs or teachers.• Specialist Teachers and TAs trained in communication and interaction needs.• Mentoring and Coaching with Senior TA• Team Around Child Meetings – directed and led by TA• Input from Educational Psychologists (Eps), Speech and Language Therapists (SALTS), and Occupational Therapists (OT)• Collaboration with parents to ensure	<ul style="list-style-type: none">• Referral to Educational Psychologist• Multi-disciplinary meetings with external professionals• Annual review / emergency annual review• Application for EHCP• Alternative placements and pathways

	<ul style="list-style-type: none"> • Metacognitive strategies – teaching students how to plan, monitor and evaluate their own learning. • High quality question and feedback including peer and self assessment. • Effective use of technology including assistive technology and interactive online learning. • Use of praise and reward strategies to motivate learners. • Understanding and adapting to individual needs within the classroom. • Targeted teacher or teaching assistant support within the classroom – individually or in groups. • Structured school and class routines - SLANT and SHAPE • Tracking reports sharing attitude to learning and progress in curriculum in all subjects every term • Opportunity to meet with all teachers during parents evening at least once every year. 	<ul style="list-style-type: none"> • Working memory training e.g. visualisation techniques, mnemonics, chunking • Mentoring and coaching with TA • Small group self esteem and resilience sessions • Homework and study support clubs • Staff awareness of targeted students and strategies to use in lessons • Parental involvement – sharing strategies to support learning at home. • Regular monitoring and progress reviews by TA. • Collaboration between teachers and SEN department. 	<p>consistency between home and school.</p> <ul style="list-style-type: none"> • Transitions support for key stages (KS3 to KS4; KS4 to post-16 education) • 1:1 targeted intervention for Maths and English • Regular progress and monitoring reviews by Senior TA • Assessments and screeners for working memory, processing, dyslexia 	
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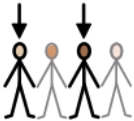


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Communication and Interaction 	<ul style="list-style-type: none">• Step-by-step explanations with visual or written prompts.• Key vocabulary pre-teaching (including definitions, pictures, context• Use of simple, concise language—avoiding unnecessary complexity.• Check for understanding by asking students to repeat or rephrase instructions.• Sentence starters and writing frames to support structured responses.• Alternative ways to respond (e.g., mind maps, bullet points, or visuals).• Extra processing time to formulate answers before responding.• Use of Talk-Pair-Share before whole-class discussions to build confidence.	<ul style="list-style-type: none">• Vocabulary-building interventions (e.g., Colourful Semantics).• Sentence structuring and expressive language activities (e.g. Talkboost)• Receptive language activities e.g. Black Sheep Press, Language for Thinking• Sequencing and auditory memory activities e.g. Colourful semantics, Language for Thinking• Attention and Listening• Social Stories™ and Comic Strip Conversations (Carol Gray) to explain social norms and expected behaviours.• Zones of Regulation – helping students identify emotions and develop self-regulation strategies.	<ul style="list-style-type: none">• Individual Student Support Plans (SSPs) with clear SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets.• Indirect strategies embedded in classroom practice, delivered by training TAs or teachers.• Specialist Teachers and TAs trained in communication and interaction needs.• Mentoring and Coaching with Senior TA• Team Around Child Meetings – directed and led by TA• 1:1 targeted intervention for Maths and English• Regular progress and monitoring reviews by Senior TA	<ul style="list-style-type: none">• Referral to Educational Psychologist / Speech and Language• Multi-disciplinary meetings with external professionals• Annual review / emergency annual review• Application for EHCP• Alternative placements and pathways

	<ul style="list-style-type: none"> • Use of alternative communication (e.g., whiteboards for written responses). • Small-group work to encourage interaction without overwhelming students. • Flexible seating—placing students in quiet areas. • Explicit teaching of social skills (e.g., role-playing conversations). • Modelling expected interactions— STEPS • Clear, predictable routines to reduce anxiety around transitions. • Peer mentoring or buddy systems to support social interaction • Give students extra time to answer rather than expecting instant responses. • Rephrase & repeat questions if needed, ensuring clarity. • Encouraging non-verbal participation (e.g., thumbs up/down, showing answers on whiteboards). • Reduce pressure to speak in front of the class and provide alternatives. • Regular wellbeing check-ins to monitor stress levels around communication. • Providing scripts for oracy e.g. SHAPE 	<ul style="list-style-type: none"> • Visual supports and schedules – using symbols, now/next boards, and step-by-step task lists. • Repetition and overlearning of key subject vocabulary using visual aids. • Social skills groups (e.g., recognising non-verbal cues, turn-taking, appropriate responses). • Role-playing and real-life communication practice (e.g., ordering food, making phone calls). • Emotion recognition and regulation (e.g., Zones of Regulation, comic strip conversations). • Teacher training on communication-friendly strategies. • Peer mentoring or buddy systems to model interaction skills. • Home-school communication to reinforce learning strategies. • Links with Speech & Language Therapists (SALT) for additional guidance. • Safe spaces for students to express themselves 	<ul style="list-style-type: none"> • Direct input from a Speech and Language Therapist (SaLT) • Joint working with parents to support communication needs at home and school. • Enhanced transition planning e.g. primary to secondary, KS4 to post-16 education 	
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	<ul style="list-style-type: none"> Paired and small group activities with structured turn-taking Teacher training on communication-friendly strategies 	without pressure (lunch club) <ul style="list-style-type: none"> LEGO intervention Use of assistive technology Conversation circles 		
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Social, Emotional and Mental Health 	<ul style="list-style-type: none"> Emotion coaching and STEPS consistently used in interactions with students. Consistent routines to reduce anxiety (clear start, transitions, and end to lessons). Calm, structured teaching approaches with clear expectations. Visual timetables & reminders for predictability. Clear behaviour expectations reinforced positively. Flexible approaches— understanding that some students may need movement breaks or quiet spaces. Safe spaces or quiet corners where students can self-regulate. 	<ul style="list-style-type: none"> Social Skills Groups – Teaching communication, cooperation, and conflict resolution (e.g., ‘Talkabout’ social skills program). Emotional Regulation Programs – Using frameworks like Zones of Regulation to help students identify and manage emotions. Resilience & Self-Esteem Building – Activities focused on confidence, positive self-talk, and growth mindset. Managing Exam Stress groups Check-Ins - weekly 1:1 or small group sessions with a key staff member (e.g. TA) 	<ul style="list-style-type: none"> Individual Student Support Plans (SSPs) or Pastoral Support Plans (PSPs) with clear SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets. Risk assessments and Behaviour Support Plans (BSPs) for students with complex needs. Close collaboration with parents/carers to ensure a joined-up approach between home and school. Access to a school counsellor, mentor, or ELSA (Emotional Literacy Support Assistant). 	<ul style="list-style-type: none"> Referral to External Services – Working with CAMHS (Child & Adolescent Mental Health Services), Educational Psychologists, and Children’s Services. Regular multi-agency reviews with input from Educational Psychologists (EPs), CAMHS (Child and Adolescent Mental Health Services), Social Workers, and school pastoral teams. Annual review / emergency annual review Application for EHCP Alternative placements and pathways

	<ul style="list-style-type: none"> • Calm, welcoming classroom design with minimal sensory overload. • ‘Connect before Correct’—building relationships before addressing behaviour. • Giving students time to regulate before discussing issues. • Emotion check-ins at the start of lessons (e.g., “How are you feeling today?”). • Growth mindset approach - normalising mistakes as part of learning • Using positive reinforcement—rewarding effort, not just achievement. • Consistent, caring adult relationships—ensuring every student has a trusted adult. • Structured social interaction (e.g., cooperative learning, paired work). • Teaching empathy & emotional literacy (e.g., discussing characters’ feelings in English or historical events from different perspectives). • Role-playing conflict resolution strategies in PHSE or tutor time. • Group work with clear expectations for collaboration. 	<ul style="list-style-type: none"> • Nurture Groups – Small, structured sessions that focus on emotional literacy, self-confidence, and secure attachments. • Peer Mentoring – Trained older students provide guidance and role modelling for younger students struggling with SEMH challenges. • Use of Emotion Coaching – Staff help students name and understand their emotions before problem-solving • Referral to ELSA or Tandridge Mental Health Support Team • Restorative Practices – Encouraging students to reflect on behaviour and rebuild relationships rather than focusing on punishment. • Regular Family Check-Ins – Sharing strategies with parents/carers for consistency at home. 	<ul style="list-style-type: none"> • CBT (Cognitive Behavioural Therapy)-based strategies to support emotional regulation. • Art Therapy – Creative approaches to expressing emotions and processing experiences. • Boxhall Profile – assessments and interventions • Access to Calm Spaces – Link and the Bridge • Regular involvement from: • CAMHS (Child & Adolescent Mental Health Services). • Social Care & Early Help teams. • Educational Psychologists & Behaviour Support Teams. • Youth Workers & Mentoring Organisations. • Strong transition support (KS2–KS3, KS4–post-16) to secure SEMH support 	
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	<ul style="list-style-type: none"> • Regular check-ins & student feedback opportunities – during tutor time and assemblies, and half termly-inspire sessions. • Student-led initiatives (e.g., peer mentoring, school council, well-being champions). • PHSE sessions on mental health awareness, stress management, and self-care. • Differentiated approaches to exams & assessments (e.g., quiet rooms, extra time). • Teaching study skills & organisation strategies to reduce stress. • Staff trained in mental health first aid & trauma-informed approaches. • Well-being ambassadors or peer mentors. • Celebrating Warlingham Learner values such as kindness, commitment and courage. • Praise and reward mechanisms e.g. merits, star students and 100 club. • Positive communication home. • Signposting to school counsellors or external services when needed. • Regular tutor group discussions about well-being topics. 			
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	<ul style="list-style-type: none"> Workshops for parents on supporting emotional well-being at home. 			
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Physical and Sensory 	<ul style="list-style-type: none"> Alternative methods for recording work (e.g., laptops, dictation software, scribe support). Use of adapted equipment (e.g., pencil grips, sloped writing boards, touch-typing programs). Differentiated PE lessons with inclusive activities. Uncluttered, well-organised spaces to reduce obstacles. Easy access to resources (e.g., books at reachable heights, adjustable desks). Clear pathways for students who use mobility aids. 	<ul style="list-style-type: none"> Small-group or individual physiotherapy exercises guided by Occupational Therapists (OTs). Fine motor skill activities Handwriting interventions Sensory circuits or movement breaks for students with sensory regulation needs. Use of weighted lap pads, fidget tools, or calming strategies to support focus. Quiet zones or sensory rooms available when needed. 	<ul style="list-style-type: none"> Individual Student Support Plans (SSPs) with clear SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets. Individualised Access Plans, or Health Care Plans outlining specific needs and adjustments. Risk assessments for mobility, medical needs, and emergency evacuations. Teaching Assistants (TAs) and SEND staff trained in supporting students with physical 	<ul style="list-style-type: none"> Referral to External Services – GP Regular multi-agency reviews with Occupational Therapists (OTs), Physiotherapists, Speech and Language Therapists (SaLTs), and Sensory Impairment Services. Sensory impairment specialists (QTVIs, ToDs). Medical professionals and disability charities for specialised support.

	<ul style="list-style-type: none"> • Seating considerations (e.g., close to the board for visual impairments, noise-reducing areas for sensory sensitivities). • Use of neutral or pastel colours to avoid overstimulation. • Minimising background noise (e.g., carpets, quiet zones, noise-cancelling headphones). • Fidget tools or wobble cushions for students who need movement to focus. • Awareness of triggers (e.g., loud bells, strong smells, crowded corridors). • Offering sensory breaks in a designated quiet space. • Encouraging self-regulation strategies (e.g., breathing exercises, movement activities). • Providing structured movement opportunities (e.g., standing desks, resistance bands on chairs). • Encouraging sensory-friendly fidget tools that are not disruptive. • Speech-to-text and text-to-speech software for students with motor difficulties. 	<ul style="list-style-type: none"> • Training in assistive technology such as screen readers and magnification tools. • Modified seating arrangements for optimal visibility and hearing (e.g., sitting closer to the board, facing the teacher). • Laptops, tablets, or adapted keyboards for students with fine motor difficulties. • Coloured overlays or screen filters for students with visual stress. • Hearing aids/FM systems supported and maintained effectively. • Peer buddy systems for students needing help navigating the school environment. • Social skills groups for students with hearing impairments to develop confidence in communication. • Inclusive extracurricular activities (e.g., adapted sports, sensory-friendly clubs). • Enhanced transition planning (e.g., extra visits before changing year groups). 	<p>and sensory impairments.</p> <ul style="list-style-type: none"> • CPD for teachers in adapting lessons for accessibility (e.g., visual/auditory adaptations, inclusive PE). • Specialist input from Qualified Teachers of the Visually Impaired (QTVIs) or Teachers of the Deaf (ToDs). • Regular parental involvement to align support at home and school. 	
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	<ul style="list-style-type: none"> • Large print, Braille, or audio options for students with visual impairments. • Coloured overlays for students with visual processing difficulties. • Teaching students to communicate their needs in a supportive environment. • Promoting independence with structured scaffolding (e.g., organisational aids, step-by-step task breakdowns). • Offering 'exit plans' for sensory overload situations (e.g., quiet cards, time-out passes). • Providing choice in participation (e.g., alternative ways to engage in PE or group work). • Training for all staff on physical and sensory needs (e.g., understanding sensory overload, supporting students with dyspraxia). • Clear, consistent use of reasonable adjustments across subjects. • Encouraging a culture of inclusivity, ensuring peers understand diverse needs. 	<ul style="list-style-type: none"> • Travel training for students with VI or physical disabilities to develop independence. 		
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