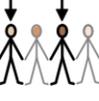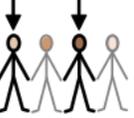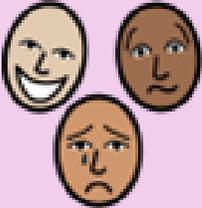|	WAVE 1 Inclusive Strategies for **ALL** learners	WAVE 2 Targeted Intervention and Support for **SOME** learners		WAVE 3 Specialist Support for a **FEW** learners
	Level 0 (Universal) ALL students, ALL staff	Level 1 (Early Intervention) SOME students, TA led	Level 2 (Targeted Intervention) SOME students, Senior TA led	Level 3 (Specialist Intervention) FEW students, SENDCO led
Cognition and Learning	• 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) • Metacognitive strategies – teaching students how to plan, monitor and evaluate their own learning.	• 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 • Working memory training e.g. visualisation techniques, mnemonics,	• 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 consistency between home and school. • Transitions support for key	• Referral to Educational Psychologist • Multi-disciplinary meetings with external professionals • Annual review / emergency annual review • Application for EHCP • Alternative placements and pathways

	- 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.	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.	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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Communication and Interaction	• 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. • Use of alternative communication (e.g., whiteboards for written responses). • Small-group work to encourage interaction	• 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. • Visual supports and schedules – using symbols, now/next boards, and step-by-step task lists.	• 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 • Direct input from a Speech and Language Therapist (SaLT) • Joint working with parents to support communication needs at home and	• 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

	- 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 - Paired and small group activities with structured turn-taking - Teacher training on communication-friendly strategies	- 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 without pressure (lunch club) - LEGO intervention - Use of assistive technology - Conversation circles	- school. - Enhanced transition planning e.g. primary to secondary, KS4 to post-16 education	

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Social, Emotional and Mental Health	- 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. - Calm, welcoming classroom design with minimal sensory overload. 'Connect before Correct'—building relationships before addressing behaviour. - Giving students time to regulate before discussing	- 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) - Nurture Groups – Small, structured sessions that focus on emotional literacy, self-confidence, and secure attachments. - Peer Mentoring – Trained older students provide	- 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). - CBT (Cognitive Behavioural Therapy)-based strategies to support emotional regulation. - Art Therapy – Creative approaches to expressing emotions	- 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

	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. • 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	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.	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	

	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. • Workshops for parents on supporting emotional well-being at home.		

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Physical and Sensory	• 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. • 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	• 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. • 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.	• 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 and sensory impairments. • 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	• 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.

	• 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. • 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,	• 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). • Travel training for students with VI or physical disabilities to develop independence.	the Deaf (ToDs). • Regular parental involvement to align support at home and school.	

	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.			