Wave 1	Wave 2	Wave 3
Quality First Teaching Appropriate curriculum and effective teaching engages all learners and encourages good behaviour Clear routines and expectations; consistent approach across the school Differentiated curriculum Planning and/or Delivery and/or Outcome and/or Support and/or Questioning e.g. tasks set in class, fewer steps to	Wave 2 SEN Support (small group intervention) Personal Pupil Plan Talking Tins Adult support and position in class Story boards Now and Next board Circle of Friends	Personal Pupil Plan Personal EHC Plan (where appropriate) Personalised visual timetable Social stories Speech and Language therapy/activities/follow up
 instructions, simplified language, slower pace, adult support, open questions used to direct learning Lesson objective and success criteria shared at the start of lesson and revisited during the session Recognition of neurodiversity and reasonable adjustments in place to build on strengths and support needs Classroom environment supports learning through models, images and a range of visuals and key vocabulary Talk for Writing embedded in the curriculum Cooperative Learning embedded in the curriculum Additional time take-up time given for responses to questions or contributions to group discussions Visual timetable Circle time Modelling language/ developing key words Positive encouragement/Confidence building 	 Circle of Friends Basic Counselling Speaking and listening games Conversation starters/cubes Speaking and listening programme Spirals Access through referral to the Preventative District Inclusion Panel (PDIP) for advice/resources 	 work Individual instructions Support from MEAS when English is an additional Language External support/advice from Autism Outreach Team Access through referral to the SEND Hub for advice/resources