Wave 1 Quality First Teaching	Wave 2 SEN Support (small group intervention)	Wave 3 AEN funding/EHC Plan/very small group/1:1 support
 Clear, consistent positive Behaviour Policy in place including whole school sanctions and rewards High expectations; modelled and reinforced by all staff Recognition of neurodiversity and reasonable adjustments in place to build on strengths and support needs Daily Mindfulness opportunities Regular class circle times Building Learning Power in place and consistent to promote learning behaviours Class rules displayed with sanctions/rewards clearly identified Extra-curricular opportunities Contact staff present during lunch times Playground Leaders Playground Buddies Well Done assembly 	 Personal Pupil Plan Focusing on developing listening and attention Flexibility in timetabling Close communication with home Increased vigilance Peer coaching Circle of Friends Social Stories Games to develop self-esteem, behaviour and social skills Access through referral to the Preventative District Inclusion Panel (PDIP) for advice/resources 	 Personal Pupil Plan Personal EHC Plan (where appropriate) Behaviour/Incident tracking Access to Basic Counselling/Young Minds/CAMHS/SENSS Meet and greet Anger management Support and advice from Behaviour Support Team Individual visual timetable Now and Next board Emotional Intelligence Programme Specific behaviour targets Individual reward system Individual signed copy of class rules Individual playtime rules Use of Timer Adult supervision at playtime/lunchtime Lunchtime club Parental involvement/support Boxall profile targeted work CIN/TAC meetings Access through referral to the SEND Hub for advice/resources