

Waves of Intervention for SALT

Wave 1	
<p>Quality first teaching means the vast majority of pupils will make good progress. Practice in school indicates that the progress of all pupils is tracked and pupil progress data is analysed on a regular basis. Analysis of progress data will identify the pupils who are falling below expectations and are below national age-related norms. Teaching staff make judgements on whether some focused support and adaptations to teaching at Wave 1 will be sufficient to enable pupils to get back on track. It is important that hearing and eyesight are checked and excluded as the reason for lack of progress. Adaptations might mean additional time working with a teaching assistant on a literacy area using differentiated resources. Part of this process is gathering information to understand the reasons why the pupil is having difficulty.</p>	
Wave 2	
<p>Teacher assesses each child's ability using the Welcomm programme, during which specific needs are identified based on age-related expectations. Following this, small group intervention will be arranged with specific targets to work towards. A Speech and Language Therapist support teachers and teaching assistants in initiating the group and continued assessment.</p>	
<p style="text-align: center;">Welcomm Screening tool and programme of intervention.</p>	<p style="text-align: center;">Black Sheep <u>Narrative Nursery and Narrative Reception</u> Pre-cursive to story writing. Closing the gaps of language. Builds on 'W' words, sentence building, story starters, sequencing, language through listening and vocabulary building. <u>Fun with Narrative</u> Opportunity to apply their skills.</p>
Wave 3	
<p>Once speech and language support has been offered to pupils with SPCD, then parental permission may need to be obtained in order to refer the pupil for additional support from a Speech and Language Therapist.</p>	
<p style="text-align: center;">1:1 for specific targets (pronunciation/communication)</p>	