

The collett School and St Luke's School

'Waves' of Intervention to Support Progress

The table below identifies the school's 'waves' of intervention. When pupils are not on track to achieve Expected Progress, or, it is identified that a child requires some additional support to make more rapid Outstanding progress, interventions determined by teachers, families and specialist professionals are put in place. The effectiveness of these are tracked for each child/cohort of pupils - specifically those who form vulnerable groups, such as children who access Free School Meals, Children Looked After, Post Looked After Children and those with care plans.

Wave 1 Universal	Wave 2 Targetted	Wave 3 Specialist
Special Educational Needs environment with qualified, professional staff	SEN environment with qualified, professional staff and additional interventions and support	SEN environment with qualified, professional staff and additional specialist support
1:5 adult:child ratio, with some 1:1	1:3 adult:child ratio with some 1:1	1:1 adult:child ratio much of the time
Hertfordshire Steps (StepOn) behaviours for learning support	StepUp behaviours for learning support with behaviour interventions mapped over time. Hive staff support	Behaviour Plan that includes external behaviour interventionist support. Extensive Hive staff support
Personalised curriculum, specific to needs of the group, differentiated for each child	Differentiated curriculum with identified access to interventions, with additional support	Differentiated, bespoke curriculum for the period of intervention with The Hive ongoing support
Personalised exam pathway	Personalised exam pathway	Personalised exam pathway
ASD and Learning Difficulties resources enhanced with teaching strategies including Makaton, PECS, TEACCH and Sensory provision	Bespoke teaching strategies and resources including PECS, TEACCH Makaton and Sensory diet with internal specialist support	Personalised resources and outcomes determined and benchmarked with external specialist professional support
Sensory provision and augmented communication where required	Sensory Diet with programmes overseen by specialists in The Hive	Sensory Diet with additional specialist support from Occupational Therapists
1:1 support within the group to access the curriculum	Personalised learning programme with specific interventions targeted to make at least Expected Progress. Access to class curriculum	1:1 teaching and bespoke programme of intervention work, with the intention of returning to the group over a planned period of time
Speech and Language targets incorporated into class provision	Speech and Language Therapist group work	Speech and Language Therapist 1:1
Vigilance and awareness of children's individual and family needs	e-CAF and TAF in conjunction with Social Services advice	Social Services interventions, with care plans
EHCP requirements and recommendations incorporated into learning provision	Additional and specific Educational Psychologist observations and discussion to improve access to learning	Education Psychologist Observation/ tests to establish further strategies, or type of placement
In class informal assessment and referral where appropriate	Occupational Therapist observation and discussion	Occupational Therapist direct interventions
Extensive pastoral provision as standard	1:1 school counselling	Psychotherapy
1:1 support with issues	Group therapy sessions	1:1 therapies
The Hive monitoring	Educational Psychologist assessment	Challenging Behaviours Team interventions

