

# Glynne Primary 'Wellbeing' wave of intervention and support accessible for all.

Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> <li>• PSHE/RSE curriculum (to include circle time) – enhancing self esteem</li> <li>• Access to school nurse</li> <li>• Accident procedures/First aid administered as required</li> <li>• Staff are Team Teach trained</li> <li>• Playtimes with a range of equipment</li> <li>• Play leaders</li> <li>• Opportunities to eat outside</li> <li>• Residential trip (Y6)</li> <li>• Medicine administered as required with parental permission</li> <li>• Supported transition from nursery to school (FS)</li> <li>• Indoor and outdoor learning opportunities –Forest School</li> <li>• Decision making and problem solving activities</li> <li>• Independent learning promoted</li> <li>• Good parent liaison</li> <li>• Access to support from SENCO/ Open door policy</li> <li>• Differentiated planning</li> <li>• Annotated planning, addressing needs</li> <li>• Variety of resources available</li> <li>• Good learning behaviours</li> <li>• Educational trips and visits</li> <li>• Achievers and Good Work Assemblies</li> <li>• Golden Book-Children celebrated in assembly</li> <li>• Support for parents, including parent workshops</li> <li>• Planned transition into following year group</li> <li>• Range of learning styles catered for</li> <li>• CPD for teachers</li> <li>• Positive relationships</li> <li>• Achievement recognised and valued</li> <li>• All children welcomed into school each morning by Head or SLT</li> <li>• Supportive and trained TAs</li> <li>• All children included and well prepared for activities or visits</li> <li>• One page profile (OPP) to support pupils with specific needs</li> <li>• Staff are courteous, responsive and accessible.</li> <li>• Flexible teaching arrangements eg seating</li> <li>• Lesson warm ups including music</li> <li>• All children with disabilities catered for-Inclusion For All</li> <li>• Resources eg reading and writing slopes, pencil grips</li> <li>• Access to water bottles</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture groups</li> <li>• Lunchtime Activities</li> <li>• Support from Learning Mentor</li> <li>• Handwriting intervention, including activities to develop fine motor skills</li> <li>• Lunchtime passports and key workers</li> <li>• Liaison with outside agencies</li> <li>• Access to Listening Books</li> <li>• Personalised physical warm up before group activities</li> <li>• Lego Therapy Group</li> <li>• Mindfulness Group</li> <li>• Rights Respecting Champions</li> <li>• School Council Meetings</li> <li>• Sessions delivered by school nurse</li> <li>• 'Stress box' Sessions</li> </ul> <p style="text-align: center;"><b>Area for Development</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Warriors –Representatives for classes to support pupils at break and lunchtimes</li> <li>• Anti-Bullying ambassadors</li> <li>• Access to calm area outside</li> </ul>	<ul style="list-style-type: none"> <li>• Personal visual timetables</li> <li>• EP support</li> <li>• Parental support –SENCO parent meetings</li> <li>• Learning plans</li> <li>• Support from ASD advisory teacher</li> <li>• Recommendations from professionals and external agencies put into place</li> <li>• Any changes to support are successfully embedded after consultation with professionals</li> <li>• 1:1 Counselling sessions</li> <li>• Phase Trust- 1 to 1 intervention</li> <li>• Support for families and carers for children with SEN</li> <li>• 1:1 close monitoring at playtimes</li> <li>• Provision of specialist equipment –eg ICT screen magnifier, microphone for hearing aids, radio microphone, wheel chair, toilet facilities, care room, ear defenders</li> <li>• TA individual support as required in PE</li> <li>• L3 TA's trained in Bereavement support</li> <li>• L3 TA's trained in Drawing and Talking therapy intervention</li> <li>• School Counsellor</li> <li>• School Nurse</li> </ul>