THREE WAVES OF INTERVENTION

Wave 3
Highly personalised interventions

Wave 2
Additional interventions to enable CYPs to work at age related expectations

Wave 1
Inclusive quality first teaching for all

SENCOs will be supporting their colleagues on a regular basis at this level by observing lessons and making suggestions as well as coaching and monitoring.

What do inclusive teachers do?

They plan lessons carefully so that all CYP:
- are able to participate;
- can access the key learning at their own level;
- take some new learning away with them.

In successful lessons, CYP are made aware of:
- what is to be learned;
- how this fits in with what they already know;
- what the next steps in their learning will be;
- where the learning is going over time.

During lessons, inclusive teachers:
- secure access to the key points of the learning for all;
- scaffold the involvement of CYP;
- model good practice.
What CYP say about their learning is that they “like hard work they can do”.

### Example of Inclusive Practice

<table>
<thead>
<tr>
<th>CYP’s learning need</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advice from SENCO</strong></td>
<td><strong>Subject teacher, in lessons</strong></td>
</tr>
<tr>
<td><strong>Sam is able, but has difficult sitting still and concentrating.</strong></td>
<td>Increase kinaesthetic learning activities. Consider length of activity and organisation of CYP in each lesson. Card sorts, sequencing, interactive whiteboard. Changes of activity and timer. Remind and ensure that Sam is aware of his short-term targets.</td>
</tr>
<tr>
<td><strong>Satinder has great difficulty in remembering, retaining and recalling information</strong></td>
<td>Devise a visual concept map showing links as the topic builds up and refer to it to aid recall in each lesson. Use prompts for key points and ask Satinder to draw and develop his own memory maps and to talk them through with a partner or TA. Involving Satinder in physical tasks, such as card sorts, may also help prompt his memory.</td>
</tr>
<tr>
<td><strong>Shofi has impaired hearing.</strong></td>
<td>Ensure that he is seated so that he is able to hear and see your face during whole-class teaching. Ensure that he is included in groupwork and fully engaged in activity. Ensure that you follow advice from the teacher of hearing impaired. Check classroom acoustics and position as you talk to/work with the class – use computer or OHP facing the class. Give Shofi a clear and active role during group work.</td>
</tr>
</tbody>
</table>
**Wave 2**

Wave 2 interventions are designed to support CYP who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be delivered to a number of CYP and are not individualised. Examples of Wave 2 interventions are ELS, FLS, Springboard Maths, Progress Units. Wave 2 interventions can be adapted for use at Wave 3.

**Wave 3**

Wave 3 interventions are highly individualised and based on fine tuned assessments. Interventions at Wave 3 tend to be focused and time limited and need to be rigorously evaluated to ensure that pupils are making accelerated progress.

**Wave 3 Provision**

It is important that schools consider the effectiveness of their Wave 1 and 2 provisions before targeting CYP with Wave 3 interventions.

**Literacy**

The DfES document “Targeting support: choosing and implementing interventions for CYP with significant literacy difficulties” DfES 0201/2003 asks the questions:

Is the provision that you make for CYP with literacy difficulties working well? Do CYP receiving help make, on average, at least twice the rate of progress that the majority of CYP make over the same period of time so that the gap between them and their peers is narrowing?

These are questions schools are now beginning to ask themselves when reflecting on their Wave 3 interventions.

The booklet is based on the research carried out by Greg Brookes and detailed in the DfES research report *What works for CYP with literacy difficulties?* available from DfES publications (tel: 0845 60 222 60) or it can be downloaded from the website [www.dfes.gov.uk/research](http://www.dfes.gov.uk/research).

The research covered reading (both accuracy and comprehension), spelling and writing with forty schemes and programmes investigated in all. Some of these schemes proved not to have data from which a measure of impact could be calculated. However, where it was possible to measure progress it showed that, with some schemes, double the normal rate of progress is achievable, i.e. 2 months progress in 1 month.
Eighteen of the forty types of intervention investigated were able to provide evidence of this kind of impact. Of these successful interventions, those that are readily available to schools are listed in the leaflet available at: http://nationalstrategies.standards.dcsf.gov.uk/node/88288?uc=force_uj

Many of these interventions are equally effective at secondary school.

A second key message that came out of the original research concerns the length of interventions. The report concludes that long interventions do not necessarily produce proportionally greater benefits; some of the most effective schemes were those which operated intensively over a short, focused period of up to 20 weeks.

Work in Oxfordshire schools over the past 3 years has confirmed these results are possible, particular success has been achieved with Launch into Reading Success, Sound Linkage, Precision Teaching, Acceleread/Accelerewrite and Fischer Family Trust Wave 3 Literacy intervention. However this work has also shown that, in order to achieve best results it is essential to carry out a detailed assessment, such as the Literacy Assessment Pack (LAPack) to identify needs and then ensure the intervention meets these needs. It is also essential that the intervention takes place very regularly – daily if at all possible.

In order for schools to evaluate the effectiveness of their own Wave 3 provision it is important to carry pre and post intervention assessments, using standardised tests, which measure the skill being taught. E.g. Salford Reading Test for reading accuracy, Youngs Parallel Spelling Test for spelling accuracy, NARA 2 for reading comprehension.

**Mathematics**

In 2004 Dr Ann Dowker from Oxford University was commissioned by the DCFS to carry out a review of literature and research on the difficulties experienced by some primary aged CYP and any intervention techniques used to address these. The report *What works for CYP with mathematical difficulties* can be accessed from: http://www.dfes.gov.uk/research/data/uploadfiles/RR554.pdf

The outcome of this research strongly suggested that:

- CYP’s arithmetical difficulties are highly susceptible to intervention;
- individualised work with CYP who are falling behind has significant impact on their performance. The amount of time needed, in many cases, was not large to be effective.

There was a recommendation that there should be further development and investigation of individualised and small group interventions, particularly for younger CYP. This lead to the development of the Wave 3 maths materials “Supporting children with gaps in their mathematical understanding” which
can be accessed from the following address:
http://www.standards.dfes.gov.uk/primary/publications/inclusion/wave3pack/

The pack includes a detailed assessment as well as individual teaching activities to address particular errors and misconceptions CYP may have. Whilst the pack is part of the Primary National Strategy it is equally effective with secondary age CYPs who have significant difficulties.