

Additional Support: Our Wave 2 and Wave 3 Offer

When a child needs a little more

Some children need extra support on top of high-quality teaching. We offer this in two further layers, always alongside everyday class teaching and never instead of it.

- **Wave 2: targeted support.** Short-term interventions or in-class provision, usually in small groups, with clear targets. They help children catch up or build specific skills.
- **Wave 3: specialist support.** Personalised support for children with more complex or long-term needs, often guided by advice from specialist professionals.

Support is organised under the four areas of need in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Wave 2: targeted support

Trained staff run these interventions or implement them in class for a set period. We measure progress at the start and end so that we know they are working.

Communication and interaction

Support	What it involves
LEAP (Language Enrichment Activity Programme)	A small-group programme from Sheffield's speech and language therapy service. It helps children understand and use the key words that carry meaning in a sentence. Children start with one key word and build up to four, such as object, action, size, colour and position words.
NIP (Narrative Intervention Programme)	A small-group programme from Sheffield's speech and language therapy service. It helps children retell a story or a past event in a well-structured way: putting ideas in order (first, next, last), remembering key details (who, where, when, what was said) and using the right vocabulary.
VIP (Vocabulary Improvement Programme)	A small-group programme from Sheffield's speech and language therapy service. It helps children learn and remember new words by exploring what words mean, grouping them into categories, looking at their sound patterns and using them in sentences.
Colourful Semantics	Colour-coded prompts that help children build sentences, such as who, doing what, what and where.
Attention Autism / Bucket Time	Fun, highly visual group sessions that build shared attention, listening and communication.
Curiosity Programme	Small-group sessions that use play and exploration to build engagement and communication.
Socially Speaking/Social Skills Activities	A small-group programme that teaches social and communication skills through games and role-play. We also have access to a range of social skills based activities and games that can be used more informally.

Support	What it involves
Brick Play / Building Friendships	LEGO-based groups where children take on roles to practise communication, turn-taking and problem-solving.
Turn-taking games	Structured games in small groups to practise waiting, sharing and playing together.

Cognition and learning

Support	What it involves
Read Write Inc. tutoring	Short daily 1:1 or small-group phonics sessions to help children keep up with their class reading.
Lexia	An adaptive computer-based reading programme that adjusts to each child's level.
Structured 1:1 reading	Regular reading with a trained adult, focused on fluency and understanding.
Precision teaching	Short, daily, timed practice to build speed and accuracy with key words, spellings or number facts.
Spelling Zappers	A structured spelling intervention to secure key spelling patterns.
White Rose Intervention Hub	Structured maths interventions based on the whole-school maths curriculum. Run by trained staff in small groups or 1:1.

Social, emotional and mental health

Support	What it involves
ELSA (Emotional Literacy Support Assistant)	1:1 or small-group sessions with a specially trained member of staff, supervised by educational psychologists. ELSA covers areas such as feelings, friendships, self-esteem and anxiety.
CARITAS wellbeing mentor sessions	Regular 1:1 sessions with a wellbeing mentor from Caritas, giving children a safe space to talk.
Soft start	Identified children are offered a calm, softer start to the day to help them settle and feel ready to learn.
Low arousal time	Planned quiet time in a calm space to help children regulate.
Safe spaces and brain break cards	Agreed places and cards children can use to take a short break when they feel overwhelmed.

Sensory and/or physical

Support	What it involves
Fine motor groups	Activities such as finger gym and craft to strengthen hands and fingers for writing.

Support	What it involves
Handwriting (Letter-join)	Targeted handwriting practice to build letter formation and fluency.
Gross motor groups	Activities to develop balance, coordination and core strength.
Sensory / rainbow room	Time in our sensory room as part of a child's individual plan.
Sensory tools	Ear defenders, fidget toys, kick bands, wobble cushions and similar, matched to individual needs.

Wave 3: specialist support

Some children need personalised support shaped by specialist professionals. We work closely with outside agencies, and this support is planned around each child, sometimes as part of an Education, Health and Care Plan (EHCP).

Area of need	Specialist support we can access
Communication and interaction	Speech and Language Therapists (SALT); the Autism team and other specialist teams; alternative and augmentative communication (AAC) such as PECS, symbol systems or communication devices
Cognition and learning	Assessment and advice from Educational Psychologists; specialist teachers for learning difficulties such as dyslexia; assistive technology such as laptops, dictation software and Clicker 8; assessment for exam access arrangements (End of KS2 Tests)
Social, emotional and mental health	Child and Adolescent Mental Health Services (CAMHS); counselling, art therapy or play therapy; Educational Psychologist input; individual behaviour support plans and Positive Handling Plans; personalised risk reduction plans for children in crisis *Please note that CAMHS referrals must be completed by a GP
Sensory and/or physical	Occupational Therapists and Physiotherapists; Vision Impairment (VI) and Hearing Impairment (HI) teams; FM systems and specialist listening equipment; personalised care plans for medical needs; mobility equipment and manual handling plans

How we decide on and review support

We follow the graduated approach: **assess, plan, do, review**. Every intervention has clear targets and starting and end measures, so we can see the difference it makes. We review progress regularly with you and your child, and we adjust or end support depending on what is working.

- Interventions link back to learning in class, so new skills are used every day.
- Class teachers stay responsible for the progress of every child, including during interventions.
- Parents are told when their child starts an intervention and how it is going.

If you would like to know more about the support your child receives, please speak to your child's class teacher or our SENCo.

Sources

- EEF, [Special Educational Needs in Mainstream Schools guidance report](#)
- EEF Teaching and Learning Toolkit, the Deployment of Teaching Assistants guidance (2025) and trial reports, as summarised in our Core SEN Provision Offer 2026-27
- Sheffield Children's NHS: [What is the Language Enrichment Activity Programme?](#), [What is the Narrative Intervention Programme?](#), [What is the Vocabulary Improvement Programme?](#)