



Good Will Children Private School 3 Wave Intervention Policy School Vision and Mission

Vision

Empower students to develop a growth mindset and reach their full potential through collaboration, exploration, and citizenship, so they can impactfully contribute to the global community of a changing world.

Mission:

- GCPS develops the content knowledge, skillset, and ethics to make positive global citizens, true innovators, and passionate leaders.
- GCPS cultivates a deep understanding of Islamic values and the culture of the UAE to develop a character that is identified by integrity, self-discipline, and tolerance.
- By promoting a learning environment of academic excellence and building strong partnerships with families and the wider community, we prepare students to be lifelong learners with high expectations and an appreciation for diversity.
- To provide broad and balanced learning opportunities that enable students to experience rich language acquisition and reach their full potential.

Approved By:

Adopted on: June 2021

Revised on: August 2023

Review Date: August 2024

Distribution List

Principal /Board of Members

School Heads

Academic Staff

Administration Staff

➤ **Purpose of the Policy**

Good Will Children Private School is committed to providing good quality education along with the holistic environment for children to learn, grow and become better citizens. **The predominant purpose of the 3 wave intervention policy is to be able to identify the right level of support needed by the child.**

➤ **Intervention Team**

Our intervention team consist of;

- ❖ Principal
- ❖ Lead of intervention(POD Coordinator)
- ❖ Intervention Support Teacher (POD/SEN Teacher)
- ❖ SEN Assistant
- ❖ Teachers
- ❖ Teacher Assistants

➤ **Objectives**

- ❖ Each student within the class of the school environment gets right support of learning where the intervention team will ensure to meet the individual student needs.
- ❖ Every teacher and teacher assistant will be aware of the consistent approach to provide the intervention support to students and reporting to the POD Coordinator.
- ❖ The policy will help to raise attainment and progress for all students, regardless of their abilities
- ❖ Proper feedback and follow up with the parents will strengthen parental partnership.
- ❖ More uniform approach of monitoring and evaluating the student's progress at regular intervals and tracking the student target setting.
- ❖ No child will be left behind by adopting the inclusive environment.

➤ **Definitions**

- **People of Determination (POD) as defined by ADEK:** People of Determination are defined as any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may cause by mental, behavioral, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance.
- **Gifted and talented as defined by ADEK:** Gifted and Talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance, but are not labelled as Special Education Needs.

The term **talented** refers to ‘a student who has been able to transform their giftedness into exceptional performance’.

- **Individual Action Plan (IEP):** IEP is defined as an individualized plan or programme designed for POD students to help them succeed throughout their education and get most of it.
- **English as an Additional Language (EAL):** The identification and assessment of the special educational needs of students whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers look carefully at all aspects of the child’s performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from special educational needs.

➤ **3 Wave Intervention Process**

Wave 1: (Support through quality teaching)

- ❖ At this level, teaching will be provided to all students with clear objective, explaining the new vocabulary, providing the differentiation activities through process, product and content, considering the student readiness, meeting the different learning styles. However social worker will support teacher related to behavioral issues through positive reward strategies.
- ❖ To observe the child’s progress in the whole class, teacher will use formative assessments and anecdotal notes for at least two or three weeks depending on the child’s need.
- ❖ Formative assessments are a great tool to track the student’s progress and inform about further intervention level.

Wave 2: (Intervention support at group level)

- ❖ Support at this level is at targeted small group level of students in the class who can be expected to catch up with their peers.
- ❖ Teacher will decide whether the child is in Wave 2 through all the data collection such as formative assessments and unit assessments.
- ❖ The intervention at this level is specific, additional and time bounded. Teacher assistant role along with teacher is crucial at this stage to ensure that child is followed up with set SMART targets. They must be familiar with the planning and understand the expectations of what children need to learn in order to move forward.
- ❖ Wave 2 intervention will last a specified number of weeks and by the end, a child must achieve all the set targets and must be put back to Wave 1. Additionally, the child who has longer gap of reading, writing or numeracy skills will be identified and placed in Wave 3.
- ❖ Parental communication is very important at this level to track the progress of each child.

Wave 3: (Highly personalized learning)

- ❖ Wave 3 is considered as highest personalized learning with more intensive support with POD/SEN teacher on an individual basis. It supports to maximizes the progress and minimizes the learning gaps.
- ❖ POD child must be registered with the ADEK and must have the clinical report at this stage. However, the parent also gives the consent to school to provide the specialized targeted approach with the POD/SEN teacher.
- ❖ POD/SEN teacher creates specialized IEP plan and tracks the progress of the child through an action plan. Teacher and POD/SEN teacher at this stage work collaboratively and ensure that students take the responsibility of their own learning. It is designed to boost student morale and help the child to reach their Individual goals

➤ **Areas of Need Within each wave**

There are 3 areas of need and support within each wave where teacher can support learning of student such as;

- ❖ Cognition and learning
- ❖ Social, emotional and mental health
- ❖ Communication and Interaction

Area of need within each wave is explained as follows;

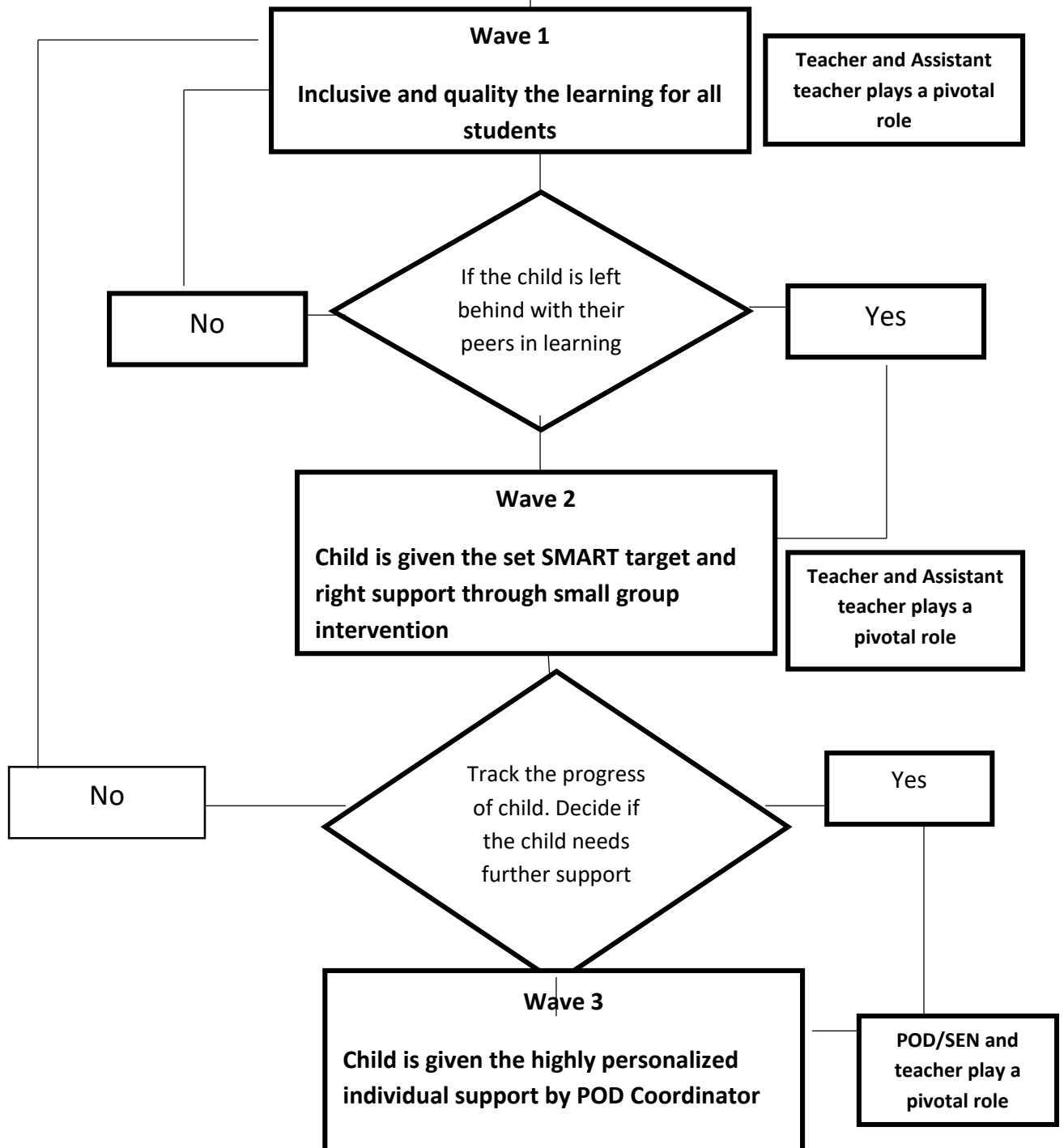
Area of need	Wave 1 Inclusive learning	Wave 2 Targeted all group intervention	Wave 3 Highly Personalized learning
Cognition and Learning	<ul style="list-style-type: none"> ❖ Inclusive learning for all students ❖ Differentiated curriculum planning, activities, delivery & outcomes ❖ Target setting –Math, Reading and Writing ❖ Individual target setting for Math, reading and writing <ul style="list-style-type: none"> ❖ WALT and WILF – Clearly defined objective and success criteria ❖ Use of ICT: whiteboards, laptops, tablets ❖ In-class targeted teacher support ❖ Group guided reading with class teacher or teaching assistant ❖ Self and peer assessment 	<ul style="list-style-type: none"> ❖ In-class additional targeted teacher support ❖ Pre-teaching of vocabulary and concepts ❖ Focused group support with the help of teacher assistant ❖ Additional use of visual and practical resources ❖ Parent workshops to strengthen partnership ❖ Trimester goal 	<ul style="list-style-type: none"> ❖ Child placed on the Special Needs register ❖ Parents informed of continuing needs and next steps for Special Needs support ❖ Assessments, advice and recommendations from POD Coordinator <ul style="list-style-type: none"> ❖ Individual Education Plan (IEP) ❖ Impact of intervention measured through action plan ❖ Additional use of POD visual and practical resources ❖ Baseline assessment for POD students

	<ul style="list-style-type: none"> ❖ Learning style awareness – visual, auditory, kinesthetic approach ❖ Classroom Monitor report for each term ❖ Formative excel sheet ❖ Parent teacher conference 		
Social, Emotional and Mental health	<ul style="list-style-type: none"> ❖ Consistent, positive behavior through school behavior policy ❖ Student of the month ❖ Behavioral charts in the classrooms ❖ Give me 5 approaches ❖ Events to motivate the social interaction like reading activities and role-playing activities ❖ Anti-Bullying Policy, Child Protection policy 	<ul style="list-style-type: none"> ❖ Continuous and consistent monitoring of behavior ❖ Star of the week ❖ Integration behavioral support through teacher assistant ❖ Peer support 	<ul style="list-style-type: none"> ❖ Behavior interventions led by 1 to 1 TA ❖ Behavior Support Service – advice, recommendations, work with parents/carers ❖ Parental meeting ❖ POD Coordinator assessment, advice and recommendations
Communication and Interaction	<ul style="list-style-type: none"> ❖ Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, flash cards etc ❖ VCOP support in reading and writing ❖ Word wall ❖ Use of cooperative strategies ❖ Structured school & class routines ❖ Use of visuals/ICT to make learning more visual ❖ More interactive use of digital pedagogy ❖ Use of visual concepts, story maps, and concept sort 	<ul style="list-style-type: none"> ❖ Visual timetables ❖ Visual cues ❖ Phonics intervention in early years ❖ Language skills interventions for students ❖ Social speaking intervention groups ❖ Support by training Language and Communication ❖ Use of Purple Mash and reading A to Z to improve literacy and numeracy skills 	<ul style="list-style-type: none"> ❖ Intervention groups by POD/SEN Coordinator ❖ Highly developed IEP for each child with the clear objectives ❖ Use of manipulatives and resources. ❖ Interactive digital story books

➤ Process flowchart of 3 Wave Intervention explained

Process flow chart to identify the child with the correct level of wave

Teacher observes the child in the classroom and decides the intervention level for the students



Roles and Responsibilities

Responsibilities of POD/SEN Teacher

- ❖ Assesses the students' levels of academic functioning
- ❖ Provides remediation plan for students who are struggling and works closely with their parents.
- ❖ Help these students to advance back into the mainstream of education.
- ❖ Conducts the pre-tests and post-tests to measure the students' strengths and weaknesses.
- ❖ Individual Education Plan (IEP) and follow up.
- ❖ Submits progress monitoring report to Principal at the end of month.
- ❖ Maintain the school POD documents
- ❖ Provide classroom observations of students that are referred by teachers and provide feedback and support intervention as determined by student need.
- ❖ Oversees all assessment and ensures that all records and the correct documentation is available for statutory assessment.
- ❖ Liaise with parents, school social worker and teacher to provide proper assessments and intervention for a student's individual and specific needs.
- ❖ Contribute to in-service training by regularly performing staff Professional Developments.
- ❖ Regularly attend Professional Developments trainings
- ❖ To follow the proper timetable set of each child and communicate with teacher to track the progress in set targets.
- ❖ Carry out data analysis of assessments and provide the necessary support through the use of different strategies to improve literacy and numeracy skills of students.
- ❖ Support the students in EAL.

The IEP plan will include the following;

- The short-term targets set for or by the child
- The teaching strategies to be used
- Success criteria'
- Review of target set
- Resources required

The EAL plan will include the following;

- ❖ Main concern of the child
- ❖ Actions to be implemented
- ❖ Review date and time
- ❖ Expected outcome of each target
- ❖ Next steps

Responsibilities of Teachers

- ❖ Although the POD/SEN Teacher has the overall coordinating role, the role of the class teacher is important both within their classroom and in their role as subject teacher to monitor and track the student progress.
- ❖ Ensuring that quality teaching such as non- negotiable checklist is always checked and followed before and after the lesson.
- ❖ Set the school procedure into motion if there is a concern about a child's progress, beginning with a referral form.
- ❖ Collate accurate information where there are concerns such as use of anecdotal notes.
- ❖ Liaise with teacher assistant and POD/SEN Teacher to ensure correct learning objectives are met Assist with the implementation of IEPs .
- ❖ Ensure that individual needs are provided for within their curriculum area e.g. suitable resources, planning etc.
- ❖ Use IEP's to differentiate lessons in the classroom to meet the needs of POD and learning support students.
- ❖ Communicate with social worker and parents to resolve the behaviour issues of child.
- ❖ Providing the safe and secure classroom environment to all students
- ❖ Feedback is constructive and instant and ways to improve are modelled and shared for future learning.
- ❖ Expectations following the school's behaviour policy are displayed and reinforced visually and verbally.
- ❖ Follow the intervention plan with the students having the learning difficulties, COVID affected learning environment etc.

Responsibilities of Teacher Assistants

- ❖ Support the students in classroom in terms of behavioural issues along with the set target of learning objective to be achieved.
- ❖ Provide the specific intervention strategies like handwriting practice, phonics, supporting motor skills and spellings etc with the specific group of students.
- ❖ Know the planning of each week and have the lesson plans before hand from teacher so that maximized support can be provided.
- ❖ Communicate with teacher and POD Coordinator to provide the remedial support to students as necessary
- ❖ Follow the intervention plan for the students as instructed by teacher

➤ **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the POD/SEN Teacher to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainments gap growing wider.
- Is similar to that peer starting from the same attainment baseline, but less than that of the majority of peers.
- Ensures access to the full curriculum.
- Demonstrate an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

➤ **Monitoring and Review of the Policy**

The Board of Governors, Principal and MLT will regulate the 3 Wave intervention policy over regular intervals. In accordance with the School professional standards committees, the members will be encourage to participate actively with proper action plan and further steps of improvement and any areas of concerns will be than identified and proper corrective actions will be taken with support of teachers to further improve the effectiveness of this policy.