



The Graduated Approach to Special Educational Needs & Disabilities (SEND)

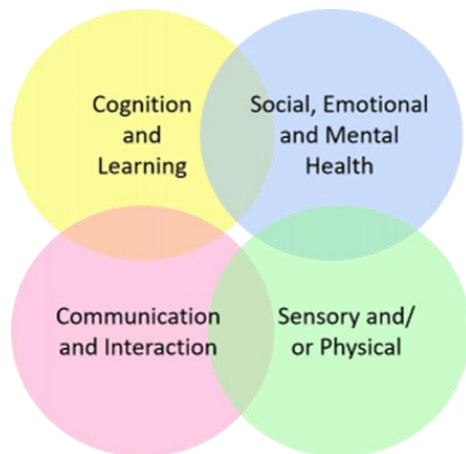
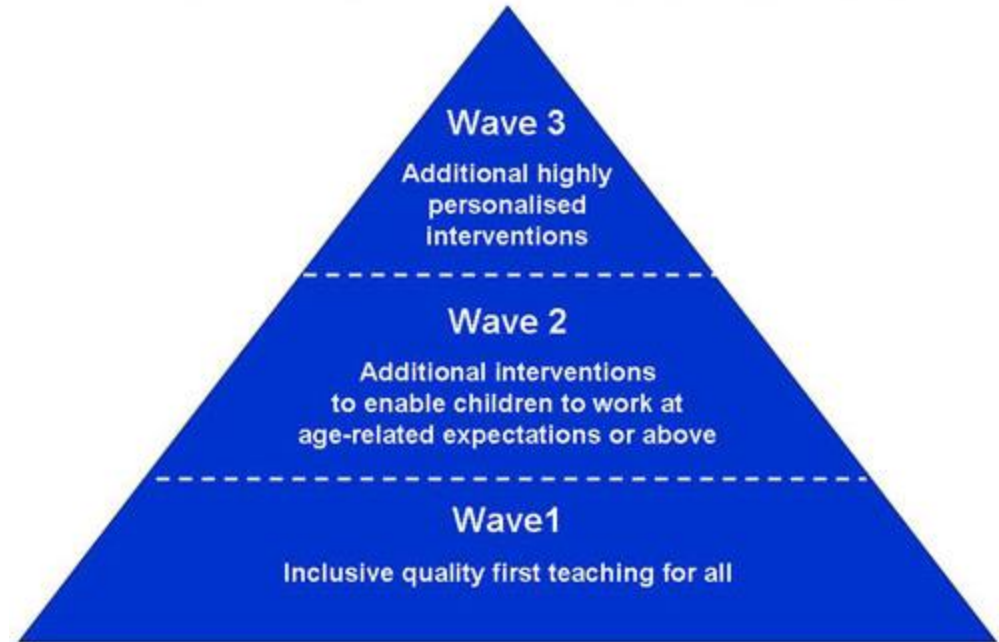
Our school provision map is arranged in three 'waves' of teaching as outlined in the diagram (*right*).

The SEND Code of Practice (2015) states that "high quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people".

This is the High Quality Teaching labelled as [Wave 1](#).

Schools are required to "adopt a graduated approach with four stages of action: assess, plan, do and review". If at the assessment stage schools determine that a child is not making expected progress, they should plan additional provision to help close the gap between the child's attainment and that of their peers. **This may take the form of a small group intervention i.e. [Wave 2](#).**

If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child's progress, then the provision should be altered. **After one or more cycles of review, it may be found that the child requires more individualized support at [Wave 3](#).**



There are four broad areas of need as outlined in the SEND Code of Practice (2015) (*left*).

Many children receiving Wave 3 provision will be classified as having a **Special Educational Need and/ or Disability (SEND)**.

Further details regarding legal definition of SEND and our school's process for the identification and support of those with SEND can be found in the school's SEN Information Report.

COMMUNICATION AND INTERACTION

Wave 1- High Quality Teaching All Pupils	Wave 2- Small group intervention Some Pupils	Wave 3- Personalised intervention Few pupils
<ul style="list-style-type: none"> • All staff are aware of children’s needs through the use of whole class provision maps • Broad, balanced, differentiated and creative curriculum • Say what you mean (explain double meanings, avoid sarcasm etc.) • Preparation for change of activity or lesson • Visual prompts and cues – timetable, instructions, demarcating areas • Classroom rules displayed in all classrooms • Clear rewards and sanctions – including motivators • Clear and specific learning objectives shared each lesson • Pace and pitch altered to support learning needs • Overt expectations made explicit • Calm, anxiety reducing learning environment • Teachers model standard English and extended vocabulary • Prompt cards for group roles and conversation skills • Teacher, LSA and peer support e.g. talk partners • Range of questioning used- BLANK levels, re-framed if needed • Processing time given following instructions or questions • Checks for understanding instructions and clarification if needed • Training for all staff to understand barriers to communication and interaction including behaviour, speech and language • Structured play opportunities at lunchtimes • Access arrangements for external examinations e.g. KS2 SATs • Access to supportive resources such as dictionaries, thesaurus, word banks, symbols for language and text • Adapted work (e.g. new concepts are presented in several formats, thinking time) • Students are made aware of how well they have done & next steps (Feedback and Marking Policy) • Subject specific clubs and catch-up sessions • Targeted classroom seating plans 	<ul style="list-style-type: none"> ○ Language targeted intervention groups e.g. Colourful Semantics ○ Behaviour support ○ Paired or 1:1 curriculum tasks with differentiated levels of support ○ Additional support and scaffolding from Teacher/ LSA during lessons ○ Pre-teaching of vocabulary ○ Whole class/ school advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service ○ Teaching and generalising strategies to help process information e.g. identifying key words, silent rehearsal ○ Regular “talk time” on pupil’s topics ○ Using visual prompts for spoken language linked to individual needs ○ Specifically designed social skills intervention to support generalised behaviours ○ Transition support between classes/ year groups/ schools ○ Use of a calm, safe space away from main learning environment ○ Debriefing/ follow-up after specific social activities and incidences ○ Risk Assessments/ Management Plans ○ Individual Behaviour Plans- shared with all staff and review regularly ○ Feelings check-ins within main classroom e.g. scaling emotions ○ Use of ICT to support communication needs 	<ul style="list-style-type: none"> ▪ Individual Learning Plans that outline SMART targets and support for Communication and Interaction need and are reviewed regularly ▪ Individual, personalised advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service ▪ Direct NHS/ Private Speech and Language Therapy including assessments and reviews ▪ Individual, personalised speech and language programme delivered in school, managed by Therapist ▪ Referral for ASD assessment and advice implemented following diagnosis ▪ Individual work station e.g. now and next, task reward trays, ▪ TEACCH (Teaching, Expanding, Appreciating, Collaborating and Cooperation, Holistic) approach

COGNITION AND LEARNING

Wave 1- High Quality Teaching All Pupils	Wave 2- Small group intervention Some Pupils	Wave 3- Personalised intervention Few pupils
<ul style="list-style-type: none"> • All staff are aware of children’s needs through the use of whole class provision maps • Broad, balanced, differentiated and creative curriculum • Visual timetables used in all classes • Classroom rules and routines displayed • Clear and specific learning objectives shared each lesson • Pace and pitch altered to support learning needs • Opportunities for speaking and listening • Students are made aware of how well they have done & next steps (Feedback and Marking Policy) • Peer and self-assessment opportunities • Teacher, LSA and peer support e.g. talk partners • Continuous assessment for learning and verbal feedback offered for next steps • Use of interactive whiteboards and ICT to support learning • Use of scaffolds to support learning- writing frames, word banks, dictionaries • Steps to success to achieve learning outcomes and personalised targets • Practical, concrete resources available for maths learning • Reading resources at the appropriate level through benchmarking and assessment • Reading texts matched to the children’s phonics phase (EYFS/ KS1) • Engaging display boards and working walls • School visits and linked to topic • Curriculum information shared with parent/ carers via newsletters 	<ul style="list-style-type: none"> ○ 1:1 reading with LSAs and Teachers ○ Use of alternative form of recording including use of ICT ○ In –class support with LSA/ teacher ○ Paired or 1:1 curriculum tasks with differentiated levels of support ○ Phonics catch-up intervention- Year 2 and KS2 ○ Small group reading intervention ○ Catch-up maths intervention (in response to Assessment for Learning) ○ Maths fluency catch-up (Mastering Number) ○ Precision teaching ○ Adapted learning resources for strengths of pupils ○ Targeted intervention small groups for reading/ spelling/ maths in response to assessments and progress meetings ○ Whole school/ class advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service 	<ul style="list-style-type: none"> ▪ Individual Learning Plans that outline SMART targets and support for Cognition and Learning need and are reviewed regularly ▪ Individual, personalised advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service ▪ Intensive individual learning interventions- Reading, Writing, Maths ▪ Daily 1:1 reading ▪ Personalised, bespoke curriculum tailored to child’s needs and interests ▪ DEST screening and outcomes planned

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Wave 1- High Quality Teaching All Pupils	Wave 2- Small group intervention Some Pupils	Wave 3- Personalised intervention Few pupils
<ul style="list-style-type: none"> • All staff are aware of children's needs through the use of whole class provision maps • Our school values supports pupils to become lifelong learners- recognised through values brick wall • Children have opportunities to undertake positions of responsibility around the school: School Council, Sports Crew, Junior Road Safety Officers • Children's Mental Health week and Anti-bullying week • PSHE lessons and SCARF workshops • Zones of Regulation • Sensitive seating - use of good role models • Specific behavioural skills explicitly taught • Class rules displayed clearly • Clear routines - matched by visual displays • Use of positive praise and clear expectations • Strategies for independence taught and modelled e.g. use of equipment, writing aids • Time spent nurturing good relationships with pupils and parents - open door policy, positive start and end of day • Opportunities given to share concerns and worries – all staff trained in nurturing, relational approaches • Responsibilities shared between pupils in class • Mindfulness morning tasks • Daily golden mile 	<ul style="list-style-type: none"> ○ Emotional Literacy Support Assistant (ELSA) interventions and check-ins ○ Social skills intervention group ○ Playtime monitoring ○ 1:1/ small group support on Zones of Regulation and mindfulness ○ Whole school/ class advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service/ CAMHS/ MHST ○ Social stories ○ Planned reward system/ brain breaks 	<ul style="list-style-type: none"> ▪ Individual Learning Plans that outline SMART targets and support for Social, Emotional and Mental Health need and are reviewed regularly ▪ Individual Behaviours Plans- co-produced with parents ▪ Individual, personalised advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service/ CAMHS/ MHST ▪ LSA 1:1 support for regulation/ break time support ▪ Alternative arrangements for lunch including early timings, quiet spaces to eat ▪ Personalised forms of communication to signal time out/ help needed/ space ▪ Risk assessment for individual

SENSORY AND/ OR PHYSICAL

Wave 1- High Quality Teaching All Pupils	Wave 2- Small group intervention Some Pupils	Wave 3- Personalised intervention Few pupils
<ul style="list-style-type: none"> • All staff are aware of children's needs through the use of whole class provision maps • Techniques and strategies to aid with visual perception- pastel paper, use of highlighters • Sensory play - use of sensory activities to promote well-being and physical activity • Varied active play facilities in EYFS e.g. sand pit, climbing frame, balance bikes, water play • PE taught by specialist coach • Monitoring safety in practical lessons and PE • Flexible teaching arrangements e.g. pencil grips, pens, seating • Brain breaks used in classroom • Varied extra-curricular activities - sport, music, drama, specific interests • Children with temporary difficulties acknowledged and catered for e.g. hearing loss with cold / glue ear • Classroom setup facilitates learning e.g. all can see and hear teacher - teacher stands with light on face, teacher not talking when facing board, teacher not covering mouth • Teacher repeats what others have said from front so that all can hear other children's contributions • Wheelchair access available • Classroom displays are sensory friendly and anxiety reducing • Access to equipment to regulate and support sensory vestibular needs e.g. swings, rockers, climbing wall 	<ul style="list-style-type: none"> ○ Handwriting small group intervention ○ Concentration aids e.g. fidgets, timers sensory cushions, blu tack, chew aids ○ Movement breaks ○ Solent Therapies Resource Pack ○ Fine and gross motor skills support groups e.g. funky fingers, dough disco ○ Techniques and strategies to aid with visual perception- coloured overlays ○ Sensory reduction aid e.g. ear defenders, TACPAC, weighted blanket ○ Attention Autism Bucket Time intervention ○ Access to quiet space away from main classroom 	<ul style="list-style-type: none"> ▪ Individual Learning Plans that outline SMART targets and support for Sensory and/ or Physical need and are reviewed regularly ▪ Individual, personalised advice and recommendations from external agencies e.g. Educational Psychologist/ Shepherds Down Outreach/ Primary Behaviour Service/ Physiotherapists/ Occupational Therapists ▪ Personalised, bespoke, adapted curriculum tailored to child's needs and interests ▪ Individualised support during PE, Forest School and outside play ▪ Modifications to site, classroom equipment and resources ▪ Specific, bespoke resources e.g. writing slope, seating cushion, Easi grip scissors, stabilo pens ▪ Personal Emergency Evacuation Plan