

Graduated Response (Assess, Plan, Do, Review)

Waves of Intervention

Waves of Intervention

SEND Support



This document outlines the provision that we offer for all children at

Blakedown CE Primary School

Graduated Response (Assess, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Cognition & Learning	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery & outcomes • Learning objectives & Success criteria clearly communicated • Secrets to success • Working/WOW walls • Use of ICT: whiteboards, iPads, laptops, netbooks • In-class targeted teacher support (timely intervention) • In-class Teaching assistant support within class teaching (small group or individual) • Whole Class/Group guided reading/shared text with class teacher or teaching assistant • Structured Phonics programme • Kinetic Letters • No-nonsense spelling • Peer and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Forest School • Access to extra-curricular activities • Educational trips and residential trips • WOW events e.g., visiting theatre • Whole school policies : <ul style="list-style-type: none"> • Teaching & learning • SEND policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents Evenings October and March • Written annual report in July • Use of manipulates-concrete, pictorial and abstract • Independent learning bees 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts • Opportunities for over learning • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Maths After-school club Y6 • Consultation with Maths Co-ordinator, English Co-ordinator & SENCO to determine intervention / level needed • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention • Targets shared with child • Additional use of visual and practical resources • Impact of intervention measured 	<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 outside agencies • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly • Additional use of special needs visual and practical resources • Involvement of Outside agencies • One to one provision by Special Needs teaching assistants for some pupils with a statement of special educational need/EHCP or behavioural needs • Annual review for pupils with a statement of SEN/Education Health and Care Plan • Views of families and child/young person reflected in IPM

Graduated Response (Assess, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Class routines and visual timetables • Use of visuals/ICT to make learning more visual • Learning partners • Pot of Fairness/names out of a bag approach to answering questions • Zippy and Apples friends 	<ul style="list-style-type: none"> • Individual Visual timetables • Visual cues • Early years Speech and language programme for Reception (Language Link) • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • Support by training Language and Communication Teaching Assistant 	<ul style="list-style-type: none"> • Involvement of outside agencies: Speech & Language therapy (SALT)
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences: team points, star cards, certificates and zone board • Clear consistent whole school expectations and aspirations-Home school agreement • Time out to reflect on incidents • Quiet areas are provided for children that require them • Trained lunchtime supervisors • KS2 Playground Play Leaders • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Bereavement support • THRIVE training for staff • Forest School • School Drivers • Growth mind set • Marathon Kids • Home/school diary 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Time out • Individual working station • Social skills programme • THRIVE programme • Buddy support 	<ul style="list-style-type: none"> • Behaviour interventions led by 1 to 1 TA • Behaviour Support Service – advice, recommendations, work with parents/carers • Parenting Courses • Educational Psychologist-assessment, advice & recommendations • Child and Mental Health Service (CAMHS) – assessment, advice & recommendations

Graduated Response (Assess, Plan, Do, Review)

Waves of Intervention

Area of Need	WAVE ONE (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	WAVE TWO (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	WAVE THREE (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Sensory/Physical/Medical	<ul style="list-style-type: none"> • Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures – <i>handover time</i> • Whole staff training for emergency treatment e.g., EpiPen use • Appropriately trained staff e.g., Paediatric first aider, First aider At work • Administration of medicines procedures e.g., Consent forms filled in by parents • Appropriate bathroom management facilities • Risk assessments completed as appropriate e.g., off-site visits • Peer massage 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, wrist supports 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc
Transition to and from school	<ul style="list-style-type: none"> • Open afternoon for prospective parents • Reception staff to visit main nursery provider settings to meet children • Reception passport to school • Reception children to make several visits in to school • Half termly meetings with nursery provider • Information evenings • Home visit in September by Reception class teacher • Transition visits at the end of summer term for all pupils moving up a year • Visits from staff from feeder secondary schools • Visits to local secondary schools to participate in activities and intake days • Exchange of data • Open evenings at High School for Year 6 children 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to secondary school accompanied by Vulnerable Learners Teaching Assistant • Support to parents in liaising with secondary school to discuss concerns and provision • More in-depth conversation with Head of Year 7 	<ul style="list-style-type: none"> • Transition booked created • Additional visits to secondary school • Specific transitional activities can be arranged when required • Support to parents in liaising with secondary school to discuss concerns and provision