



Appendix 1: Waves of Support

	Wave 1		Wave 2		Wave 3		Wave 4		
	<p>High Quality Teaching for <u>all</u> children</p> <p>Concerns that child is making less than expected progress in an identified area. and/or <u>are vulnerable</u></p> <p>Children listed here who are vulnerable including medical, pupil premium, poor attendance, mental health concern.</p> <p>Reasonable adjustments implemented by class teacher.</p>	Refer to SENCO. Involve parents. Begin APDR	<p>Not making expected progress despite reasonable adjustments</p> <p>APDR which includes reasonable adjustments.</p> <p>Baseline assessments completed with recommendations</p> <p>High Quality Teaching with short term specific intervention (classroom, specialist, curriculum)</p>	SEND register/ SENCO discussion with parent when more specialist involvement is needed	<p>Annual Standardised Tests</p> <p>Ongoing specific support to address child's SEND.</p> <p>Evidence based interventions</p> <p>Possible specialist support from outside agency</p> <p>SENCO involved in co-ordinating provision, assessment, measuring impact and liaising with outside agencies</p> <p>Student recorded as SEND support</p>	SENCO to make EHCP application if applicable.	<p>Support over and above additional and different</p> <p>Highly personalised and closely monitored specialist provision.</p> <p>Specialist support from external services</p> <p>Student recorded as EHCP <i>(italics for children which have been identified as reaching threshold for EHCP).</i></p>		
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Areas of Need

The SEND Code of Practice 2014 sets out four broad areas of special educational need that include a range of difficulties and conditions:

- Communication and Interaction (CAI).
- Cognition and Learning (CAL).
- Social, Emotional and Mental Health difficulties (SEMHD).
- Physical and Sensory Needs (PASN).

Further detail on each of these: (Taken from CCC SEND toolkit)

CAI - Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they do not understand or use social rules of communication.

CAL - Cognition and Learning

The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgement.

SEMHD - Social, emotional and mental health difficulties

Difficulties in this area are a type of special educational needs in which children and young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

PD - Physical Disability

Disabilities that limit mobility. Among the causes are congenital conditions, accidents, or injury.

SP - Sensory Impairment

The term sensory impairment means a diagnosis of:

- Vision impairment
- Deafness or hearing loss
- Multi sensory impairment (which means having a diagnosed vision and deafness or hearing loss with at least a mild loss in each sense. This is also called Dual Sensory Loss or deafblindness).

Other definitions that are used in this document:

ASD - Autistic Spectrum Disorder (diagnosed) - Autism - a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them

Early Help Assessment - A social care assessment of a child and his or her family, is designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

Early Support Programme - The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Education, Health and Care Needs Assessment - Local Authorities must carry out an EHC needs assessment if a child or young person has or may have special educational needs and they may need support for these needs. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.

Education, Health and Care Plan (EHCP) - An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed.

School SEN Support - People who need extra specialist support but not an EHC plan. This may take the form of additional support from within the school or require the involvement of specialist staff or support services. The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school.

Specific Learning Disabilities (SpLD) - An umbrella term used to cover a range of frequently co-occurring difficulties, usually dyslexia, dyspraxia, dyscalculia, ADD and ADHD.

Speech, Language and Communication Needs (SLCN) - A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially. Children with SLCN will have support from a Speech and Language Therapist and tasks to complete as part of their Provision Map.

Early Years Pupil Premium (EYPP) - Direct funding to early years settings to help them improve the education they provide for identified 3 and 4 year olds. (Sep 24 = 68p per hour)

Pupil premium - As above for children from Reception to Year 6 that have been identified as eligible.

Child in Need (CiN) - A child has been identified as Regular meetings are held about the child

Drawing and Talking (D&T) - This child is receiving a school based intervention

English as an additional language (EAL) - A child who has a home language other than English

GLD x Did not achieve a good level of development in the foundation stage

Involvement from specialist agencies:

MHST - Mental Health Support Team

OT- Occupational Therapist

CP- Community Paediatrician

SALT - Speech and Language Therapy

SST -SEND Services 0-25

YC- Young carers

Appendix 2: Graduated Approach / Assess, Plan, Do, Review cycle

Dear Parent/Carer,

We would like to provide some additional support for your child this term in the area(s) listed below. This intervention will be time-limited, and you may also be able to help at home. If you have comments or questions, please speak with your child's teacher, or write them in the space below on this sheet. We will provide you with an updated copy, including the review, at the end of the period of support.

<u>Child</u>	<u>Assess</u>	<u>Plan</u>	<u>Do</u>	<u>Review</u>
<p><u>E.g.</u></p> <p><u>X has strengths in DT and mental maths.</u></p> <p><u>She could benefit from additional support in: showing more sustained attention during independent tasks.</u></p>	<p><u>E.g.</u></p> <p><u>X has achieved all of her Year 3 expected outcomes in Maths and English.</u></p> <p><u>X struggles to maintain her attention on a task for the expected Year 3 independent working time (15 mins).</u></p> <p><u>She is often distracted by people or objects around her and needs re-focusing every 5 mins.</u></p>	<p><u>E.g.</u></p> <p><u>X will be able to concentrate independently for a 10 minute learning task and, following an adult conversation, for a second 10 minute learning task.</u></p>	<p><u>E.g.</u></p> <p><u>X will be shown a 10 minute sand timer at the start of her independent work and expected to work with focus during this time.</u></p> <p><u>X will be given time to talk to an adult about her work after these 10 minutes.</u></p> <p><u>X will be given a second 10 minute sand timer and the cycle repeated once more.</u></p> <p><u>E.g. Each Maths and English lesson.</u></p> <p><u>Class teacher and Class TA to support.</u></p> <p><u>Daily</u></p>	<p><u>E.g. X is able to concentrate for the first 10 minutes of independent work unless the classroom is unusually noisy.</u></p> <p><u>She shows animation when talking to an adult about her work.</u></p> <p><u>X can re-focus during her 2nd 10 minute session when she is highly engaged but struggles to maintain her attention on 4/5 of these 2nd sessions.</u></p>

Appendix 3:

Wilburton C of E Primary School

Response to Special Educational Needs and/or Disabilities

Universal provision for All children and young people in educational settings

Class teachers have responsibility for all the pupils in their class. Quality teaching enables all learners to make good progress within mainstream classes

If, in spite of this, a child is not making good progress move to:

Wave 1

Reasonable adjustments will be made to support the pupil in accessing quality teaching. This may include:

- i. Using simplified language or verbally modelling good speech pronunciation;**
- ii. Enlarging written materials;**
- iii. Providing coloured paper or a coloured overlay for reading tasks;**
- iv. Providing a particular piece of equipment for a learning task.**

If it is agreed that the pupil continues to make less than expected progress, the pupil will move to:

Wave 2

- a) Parents will be invited to discuss the pupil's needs and support using the graduated approach;**
 - b) The pupil may access a short term piece of learning to support their additional needs;**
 - c) SENDCo will be informed and the pupil will be recorded as Wave 2 support.**
 - d) Class Teacher or SENDCo will complete a baseline assessment and make recommendations using the results.**
- d) The additional provision will be reviewed at the end of an agreed time period and parents informed of progress.**

e) As a result of the review, a pupil may be moved back to Wave 1 including reasonable adjustments, remain at Wave 2 or move onto Wave 3 (SEND Support).

If it is agreed that more support is needed move to:

Wave 3: SEND Support

- a) Parents will be invited to discuss the pupil's needs and support using the graduated approach.
- b) Ongoing specific support will be implemented to meet the pupil's additional needs;
- c) Appropriate evidence based intervention will be discussed and may be implemented;
- d) Parents, teacher and SENDCo may decide to request support from a specialist support agency.
- e) SENDCo may complete an EHA (Early Help Assessment) with parents if one does not already exist, so that formal professional advice can be sort.
- f) Reviews will be held with parents, teacher, SENDCo and other professionals if appropriate.
- g) If, as a result of a review, a child is moved back to Wave 2, all involved will make sure that appropriate provision remains in place.

It may be agreed at a review that the child needs highly personalised support as a result of complex needs. The next move is to:

Wave 4: Request for Education, Health and Care Assessment if applicable

Parents and the SENDCo will submit a request for an Education, Health and Care Assessment. Class teachers will need to provide detailed records and samples of work to accompany the request. Teachers will continue to maintain the Assess Plan Do Review cycle and detailed records.

Children who have an Education, Health and Care Plan

- a) Parents, Class Teacher and SENDCo will work closely together to discuss daily needs and special preparation that may be required for a school day.
- b) Informal reviews will take place each term to discuss progress towards EHCP planned outcomes and adaptations that may be needed to support the pupil's highly personalised provision;
- c) Formal Annual Reviews of the child's EHCP will take place at least once a year, involving such people as: professionals, parents, SENDCo,,Class Teacher, Named Adult and the child (where appropriate).
- b) Assess Plan Do Review cycles will continue in line with the child's EHCP and annual review outcomes.

Further Responsibilities

- a) When a child moves into another group, class or school, Class Teachers will make sure that the receiving teacher knows about his/her needs and the support being implemented.
- b) Class Teachers will ensure that any other adult working with the child is kept fully informed of the child's changing needs and of any variations in the provision.