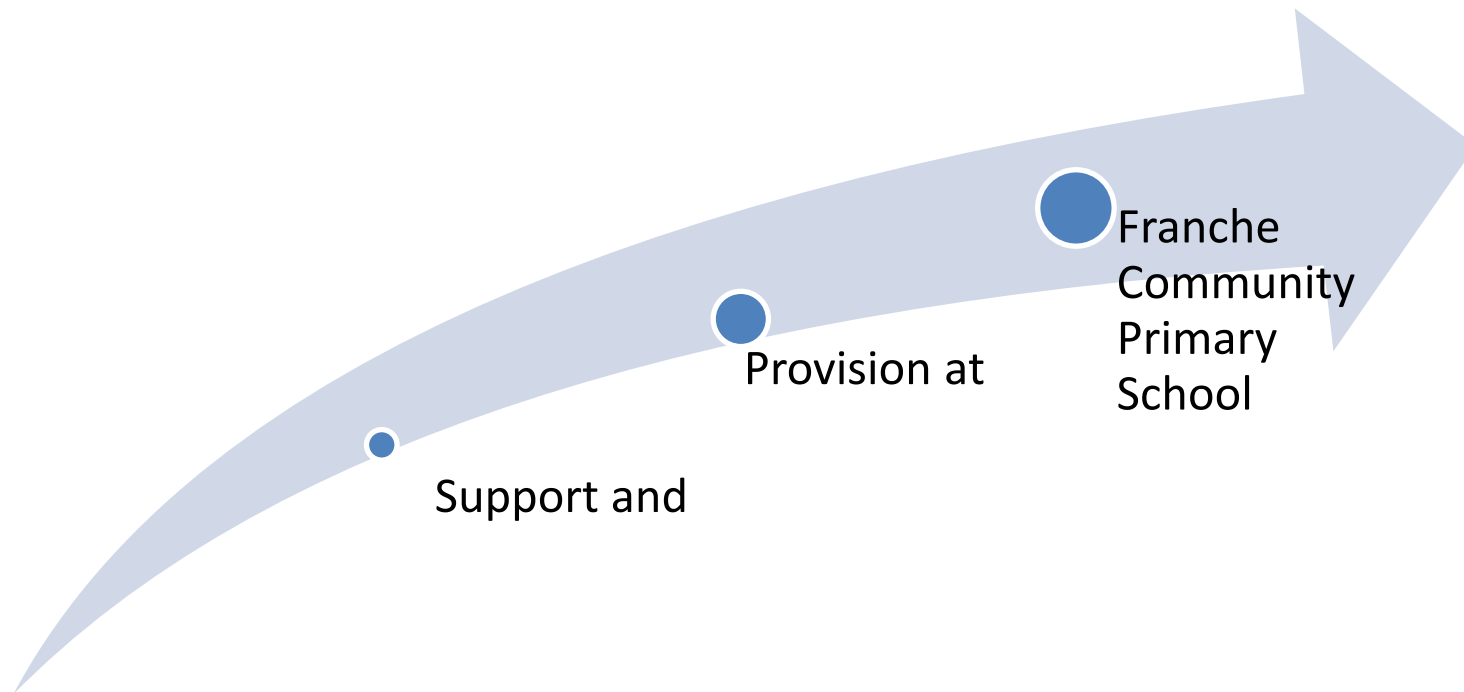




Waves of Support 2022-2023



Special Educational Needs
& Disabilities

The school offer in relation to The Local Offer in Worcestershire Schools 2019

<u>Area of Need</u>	<u>Wave One</u> <u>(Universal provision)</u> Inclusive strategies for <u>ALL</u> learners embedded in QFT	<u>Wave Two</u> (in addition to universal provision) Targeted interventions and support for <u>SOME</u> learners	<u>Wave Three</u> (in addition to universal provision and targeted interventions) Specialist support for a <u>FEW</u> learners
Cognition & Learning (C & L)	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery and outcomes • Learning objectives & success criteria clearly communicated • Working walls and tool kits • Use of ICT: whiteboards, Ipads, laptops and Netbooks • In-class targeted teacher support • In-class teaching assistant support within class teaching (small group or individual) • Collaborative and self-assessment • Differentiated questioning • Marking provides positive feedback and moves learning forward • Multi-sensory teaching approaches.(Visual, Auditory, Kinaesthetic) • Access to extra-curricular activities • Educational trips and residential trips • Whole school policies adhered to: <ul style="list-style-type: none"> - Teaching and learning - SEND policy • Half termly Pupil Progress monitoring • Reporting to parents at Parents Evenings 	<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 interventions discussed at pupil progress meeting to address lack of progress/barriers to learning • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention • Targets shared with child • Impact of intervention measured • If no further improvements/progress the concerns are noted by the class teacher on a ‘Cause for concern’ form & further progress carefully monitored <ul style="list-style-type: none"> • Early Literacy Support (ELS) • Additional Literacy Support (ALS) • Further Literacy Support (FLS) • Phonics based intervention. (Catch-up group for pupils just below age-related expectations) 	<ul style="list-style-type: none"> • Child placed on the Special Educational Needs register • Parents informed of continuing needs and next steps for SEN support • Advice and support for the class teacher from the Special Educational Needs Coordinator (SENDCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Assessments, advice and recommendations from outside agencies (Speech & Language Therapy, Learning Support Team, Educational Psychology, Complex Communication Needs) • 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

	<ul style="list-style-type: none"> • Written annual report <ul style="list-style-type: none"> • Visual, concrete aides to support learning.(e.g. 100 squares, number lines, alphabet strips, dictionaries, show me boards, Numicon) • Visual timetables, now and next and choice boards • Brain gym • Peer massage • Communication aid to demonstrate when help is required.(e.g. traffic light cards) • Activities to encourage cooperation, sharing and turn taking. There is a balance between 'child initiated' and 'adult led' activities • Activities that encourage independence through self-selection of resources • Homework clubs 	<ul style="list-style-type: none"> • Times tables based intervention (Catch-up group for pupils just below age-related expectations) • Spelling intervention (Catch-up group for pupils just below age-related expectations) • Targeted readers. (6-9 months below chronological age) • Small enrichment groups to develop listening and attention skills, specific speech sounds, fine manipulation skills, oro-motor skills, social skills or confidence <ul style="list-style-type: none"> • Challenge groups to extend high level learning • Referrals via SENDCO to outside agencies 	<ul style="list-style-type: none"> • One to one provision by SEN Teaching Assistants for some pupils with an Education Health & Care Plan or behavioural needs • Annual reviews for pupils with a Education Health & Care Plan • Views of families and child/ young person reflected in IPM <ul style="list-style-type: none"> • Liaise with SENDCo • Specialist equipment • 1:1 specialist support from outside agency specialists (SALT/CCN) • Highly individualised provision maps (IPMs) targeting specific learning goals. Where appropriate, these targets are incorporated and reinforced through ongoing assessment and planning. • Multi agency collaboration(e.g. Educational Psychology Service, Learning Support Team, Speech and Language Therapy Service, Physiotherapy Service, Occupational Therapy Development Centre • Delivery of personalised programmes, GPs, Paeds • Adapted environments • Personalised, individual technology laptop, ipad, electronic programmes for writing, spelling and reading • Developmentally appropriate resources • Specialist staff training
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<p>Communication and interaction (C & I)</p>	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words on working wall and on spelling lists • Structured school & class routines • Use of visuals/ICT to make learning more visual • Talking partners • Pot of Fairness to allow everyone opportunities to speak • Multi-sensory teaching approaches.(Visual, Auditory, Kinaesthetic) • Whole class ‘Word Aware’ approach • ‘New Exciting Word’ displays to develop vocabulary • 4 rules of good listening displayed and referred to • Visual representations to support any language displayed (e.g on drawers and labels) • Visual, concrete aides to support learning.(e.g. 100 squares, number lines, alphabet strips, dictionaries, show me boards) • Visual timetables differentiated through the year groups, now and 	<ul style="list-style-type: none"> • In class support with focus on supporting speech and language development • Use of pupil’s names on occasions to aid re-focussing and include pupils who lack understanding of group instruction • Early years speech & language assessment programmes for Reception (Language Link) • Multi-sensory activities to take account of speech and language /ASD associated difficulties • Access to interventions to support speech, language and communication skills (Word Aware, Narrative, Talkabout, Phonological Processing, Following Instructions/Memory Magic, Sentence Building, Language for Thinking) • Individual working station • Support by trained Language and Communication Teaching Assistant • Additional equipment e.g. writing slopes, coloured paper, raised paper, coloured overlays • Lunch time chill out club • Referrals via SENDCO to outside agencies 	<ul style="list-style-type: none"> • Child placed on the Special Educational Needs register • Parents informed of continuing needs and next steps for SEN support • Advice and support for the class teacher from the Special Educational Needs Coordinator (SENDCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Assessments, advice and recommendations from outside agencies (Speech & Language Therapy, Educational Psychology, Complex Communication Needs) • Intervention groups delivered by specialist trained Teaching Assistants, as recommended by outside agencies (Word Aware, Narrative, Talkabout, Phonological Processing, Following Instructions/Memory Magic, Sentence Building, Language for Thinking) • 8 Language and Communication Teaching Assistants available to deliver support and advice

	<p>next boards, task management boards</p> <ul style="list-style-type: none"> • Communication aid to demonstrate when help is required.(e.g. traffic light cards) • ICT devices for recording.(E.g. microphones, talking postcards, net-book, laptops) • Activities to encourage cooperation, sharing and turn taking. There is a balance between child initiated and adult led activities. • Activities that encourage independence through self-selection of resources • Themed days to promote communication skills – Word Aware Day, No Pens Day! 		<ul style="list-style-type: none"> • Speech and Language Therapists for Early Years and Main School available 3 days per week • 1:1 Speech and Language Therapist intervention where needed • Alternative communication system.(e.g. use of signing) • Personal visual timetables • Multi agency collaboration (Educational Psychology Service, Learning Support Team, Speech and Language Therapy Service, Physiotherapy Service, Occupational Therapy Development Centre • Specialist staff training • Speech and Language Therapists and SENCO available for Parents' Evening
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<p>Social, Emotional and Mental Health (SEMH)</p>	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards & consequences: warning' system, house points, class reward systems, caught being good tickets • Clear, consistent whole school expectations and aspirations • Time out to reflect on incidents • Calming room/areas are provided for children that require them • Sports Teaching Assistant organises sporting activities and games at lunchtime • Trained lunchtime supervisors • KS2 Play Leaders support KS1 at lunchtime • Lunchtime sports crew to encourage play • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Mindfulness training for staff • THRIVE (access to) • Mentor Link (access to) • Multi-sensory teaching approaches.(Visual, Auditory, Kinaesthetic) 	<ul style="list-style-type: none"> • Individual reward charts • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Access to a safe space • Individual working station • Social skills programme • Self-esteem programme • Anger management programme • Social skills group 'Friendships' • Access to THRIVE • Circle of friends intervention • Lunch time chill out club • Social skills groups e.g TALKABOUT 	<ul style="list-style-type: none"> • Parenting Courses • Assessments, advice and recommendations from outside agencies (Speech & Language Therapy, Educational Psychology, Complex Communication Needs) • Positive Behaviour Team input • Beacon in/out reach and possible placement • Specialist equipment. • Bereavement counselling • Mentor support from Mentor Link • Counselling provided by Mentor Link • Highly individualised provision maps (IPMs) targeting specific learning goals. • Referral to the Child and Mental Health Service (CAMHS) • Multi agency collaboration • Referral to Community Paediatrics • Access to highly experienced specialist staff – Wyre Forest and Hagley Project, Children's Centre. • Social Stories • Calm boxes • Specialist staff training aimed at meeting individual children's needs • THRIVE • Possible Education, Health and Care Plan application

	<ul style="list-style-type: none">• Visual timetables, Now and Next, Task boards.• Visual timers.(e.g. sand timers, countdown on smart notebook)• Quiet area / time-out zone• Positive reinforcement cards• Brain gym• Peer massage• Most staff have received Team Teach training for de-escalation.• Activities to encourage cooperation, sharing and turn taking. There is a balance between child initiated and adult led activities.• Activities that encourage independence through self-selection of resources.• Buddy systems• Circle times• Whole school approach to emotional wellbeing		
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<p>Sensory, Physical, Medical (S & P)</p>	<ul style="list-style-type: none"> • Staff are aware of needs/impairment / disability / medication and emergency treatment or procedures • 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 • Bathroom management facilities • Accessible grounds and building e.g. slopes as alternative to stairs and a lift • Risk assessments completed as appropriate e.g. off-site visits • Multi-sensory teaching approaches.(Visual, Auditory, Kinaesthetic) • Availability of clearly labelled resources.(e.g. writing slope, pencil grips, left-handed equipment) • Visual, concrete aides to support learning.(e.g. 100 squares, number lines, alphabet strips, dictionaries, show me boards) 	<ul style="list-style-type: none"> • Health care plan /risk assessment in place • Training for named staff for administration of medication. • Staff follow recommendations from medical team • Medical care plans • Specialist pencils, pencil grips, laptops, wrist supports • Wobble boards • Move and sit cushions • Fine motor skills/handwriting programmes • Gross motor skills – coordination group • ICT devices for recording.(E.g. microphones, talking postcards, net-book, laptops) • Keyboard skills group 	<ul style="list-style-type: none"> • Highly individualised provision maps (IPMs) targeting specific learning goals • Referral to Physical Disabilities Outreach Team to gain advice and resources to support children’s physical disability needs • Multi agency collaboration(e.g. Educational Psychology Service, Learning Support Team, Speech and Language Therapy Service, Physiotherapy Service, Development Centre) • Occupational Therapy input/referral • Sensory diet • Horse riding • Personalised learning environment • Sensory room • Electronic handheld spellcheckers • Specialist seating and standing frames where appropriate • Possible Education, Health and Care Plan application

	<ul style="list-style-type: none">• Visual timetables, Now and Next, Task boards.• Brain gym• Peer massage• Activities to encourage cooperation, sharing and turn taking. There is a balance between 'child initiated' and 'adult led' activities.• Activities that encourage independence through self-selection of resources.• Inclusive learning environment which takes all children's needs into account.		
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Transition to and from school	<ul style="list-style-type: none"> • Open afternoon for prospective parents • Reception staff to visit all nursery and playgroup settings to meet children • Reception children to make several visits in to school during the summer term • Information evening in July for new parents • Home visit in September by Reception class teacher • Transition visits at the end of summer term for all pupils moving up a year group • Visits from staff from feeder secondary schools • Visits to local secondary schools to participate in activities and intake days • Head of Year/Form teacher to attend meetings with class teacher • 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 • Meeting between primary school and secondary school SENCO to exchange information about children with additional needs 	<ul style="list-style-type: none"> • Additional visits to secondary school • Transition profile to be created in the summer term, to support transition over the summer break • Meeting to be arrange between current school, new school and parents for any child with an Education Health & Care Plan • SENCO to meet with new primary school class teacher to provide information about children on the SEN register