

**SEND Graduated Approach**

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**What to do when I have a concern?**

**Discuss the concern with the parent/guardian of the child.**

**Check through Wave 1 intervention ideas.**

**What have I tried? Is there anything else I could try?**

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**If it is felt that the concern cannot be dealt with via Wave 1 or Wave 2 strategies (behaviour at home, bereavement, etc.) please talk to your Year Group Leader and update Provision Map/MyConcern accordingly.**

**Wave 2 Intervention takes place. (Provision map updated.)**

**Concerns are still there. Wave 2 intervention strategies are showing little or no impact.**

**Wave 2 intervention strategies are working.**

**(Do these need to continue? Will Wave 1 strategies suffice?)**

**Wave 1 intervention strategies are working.**

**No longer any concerns.**

**Concerns are still there.**

**Wave 1 intervention strategies are showing little or no impact.**

**Concerns are still there. Inform Assistant Head (Inclusion & Safeguarding).**

**Identification of pupil for Wave 2 or Wave 3 intervention support**

**Is the child making adequate progress?**

**YES**

**NO**

**YES**

**Can the needs be met through differentiation?**

**Differentiation could include: small group support at Wave 2**

**NO**

**What are the additional and different needs?**

* **Assess needs**
* **Place on SEND support**
* **Implement Wave 3 intervention, e.g. SALT referral**

**Is the child making adequate progress now?**

**NO**

**YES**

**Wave 1 intervention support – Quality First Teaching**

**What does Quality First Teaching involve?**

1. Highly focused lesson design with sharp objectives;
2. High levels of learner involvement and engagement with their learning;
3. High levels of interaction for all learners;
4. Appropriate use of teacher questioning, modelling and explaining;
5. An emphasis on learning through dialogue, with regular opportunities for learners to talk both individually and in groups;
6. An expectation that learners will accept responsibility for their own learning and work independently;
7. Regular use of encouragement and authentic praise to engage and motivate learners.

**Wave 1 intervention support – Quality First Teaching**

|  |  |
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| **Social, Emotional and Mental Health** |  |
| Quality teaching with differentiated curriculum, delivery, output and language.  Classroom agreement created in partnership with the children.  Amendments to the seating plan.  Circle Time.  Visual aids/prompts.  In class TA support.  Multi-sensory learning.  Thinking time.  Talk Partners.  Transition to new class support. | Home/school communication book (to inform parents about the day).  Assemblies (whole school and class) focusing on specific issues.  Lunchtime, afterschool and support clubs.  Consistency within class/lunchtime/whole school.  Challenging work for all, providing opportunities for independent working  Positive attitude from staff.  Praise  Has child had a recent hearing/sight test? |

**Wave 1 intervention support – Quality First Teaching**

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| **Communication and interaction** |  |
| Quality teaching with differentiated curriculum, delivery, output and language.  Structured routines.  Visual aids/prompts.  Writing frames.  In class TA support.  Direct, targeted questioning.  Learning objectives clearly available.  Differentiated word banks.  Review seating position.  Use of actions and hand gestures.  Clear next steps. | Topic vocabulary clearly displayed and referred to when teaching.  Pre-teaching of key vocabulary.  Group discussion work.  Class visual timetable.  Repeating back instructions.  Sound buttons/whiteboards.  Teacher speaking clearly and not too quickly.  Opportunities to work individually, pairs, groups, whole class.  Opportunities for learners to read out loud.  Classroom jobs responsibility. |

**Wave 1 intervention support – Quality First Teaching**

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| **Physical and Sensory** |  |
| Quality teaching with differentiated curriculum, delivery, output and language.  Flexible teaching.  Teacher aware of implications of sensory and/or physical impairment.  Availability and access to resources.  Suitable furniture and space.  Suitable positioning in class.  Appropriate lighting.  Appropriate classroom displays – not overstimulating.  Pencil grips.  Left handed scissors. | Role play.  Brain breaks.  Teacher faces the child when speaking.  Use of variety of media by the teacher; SMART Board, music, images, maths manipulatives, concrete materials, etc.  Regular movement breaks.  Motor development – both fine motor and gross motor.  Fiddle toys.  Bubble seats.  Writing slope.  Use of different environments to learn.  Accessible premises (building, toilets, playground, learning environment). |

**Wave 2 intervention**

**Targeted catch up provision for those learners whose progress has not been impacted upon by Wave 1 strategies.**

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| **Cognition and Learning**  Individual SMART targets – SSP  Maths intervention  Reading intervention  Phonics intervention  EAL intervention | **Social, Emotional and Mental Health**  Individual SMART targets – SSP  Friendship groups  Social skills groups  Play based therapy |
| **Communication and Interaction**  Individual SMART targets – SSP  Speaking and listening activities  Speech and language therapy programme  Now and Next boards  EAL intervention | **Physical and Sensory**  Individual SMART targets – SSP  OT programme  Handwriting practice  Motor skills groups  Sensory activities |

**Wave 3 intervention**

**Targeted provision for a minority of learners where it is necessary to provide highly tailored intervention to accelerate progress or enable learners to achieve their potential. This may include 1:1 or specialist interventions.**

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| **Cognition and Learning**  Outside agency advice/support  Access to ICT for writing  Access to laptops  **Agencies who may be involved**: EP, GP, Community paediatrician, school nurse, Early Years SEND team. | **Social, Emotional and Mental Health**  Outside agency advice/support  Social stories  Play based therapy  **Agencies who may be involved:** EP, Paving the Way, CWP, CAMHS, GP, FSW, School nurse, ASD, VPP. |
| **Communication and Interaction**  Speech and language support  Outside agency advice/support  **Agencies who may be involved**: EP, SALT, SLCNS, ASD Service, GP, Early Years SEND team. | **Physical and Sensory**  Outside agency advice/support  Specific equipment  Physiotherapy programme  OT programme  Modification to school premises  **Agencies who may be involved**: EP, OT, Physio, School nurse, VI team, HI team. |

**Guide to acronyms**

|  |  |
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| ASD Service | Autistic Spectrum Disorder Service |
| CAMHS | Child and Adolescent Mental Health Service |
| CWP | Child Welfare Practitioners |
| EP | Educational Psychologist |
| FSW | Family Support Worker |
| HI | Hearing Impairment |
| IEP | Individual Education Plan (reviewed and discussed with teacher, parent and pupil) |
| OT | Occupational Therapy |
| SALT | Speech and Language Therapy |
| SLCN | Speech and Language Communication Needs |
| TA | Teaching Assistant |
| VI | Visual Impairment |
| VPP | Vulnerable Pupil Panel |