

**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**

|  |  |
| --- | --- |
| **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 workingPositive attitude from staff.PraiseHas 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 – SSPMaths intervention Reading intervention Phonics intervention EAL intervention | **Social, Emotional and Mental Health**Individual SMART targets – SSPFriendship groupsSocial skills groupsPlay based therapy |
| **Communication and Interaction**Individual SMART targets – SSPSpeaking and listening activitiesSpeech and language therapy programmeNow and Next boardsEAL intervention | **Physical and Sensory**Individual SMART targets – SSPOT programmeHandwriting practiceMotor skills groupsSensory 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/supportAccess to ICT for writingAccess 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/supportSocial storiesPlay 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 supportOutside agency advice/support**Agencies who may be involved**: EP, SALT, SLCNS, ASD Service, GP, Early Years SEND team. | **Physical and Sensory**Outside agency advice/supportSpecific equipmentPhysiotherapy programmeOT programmeModification 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 |