

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention

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SEND Support



This document outlines the provision that we offer for all children at Overbury C of E First School

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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 • Working walls, word mats • Use of ICT: whiteboards, iPads, laptops, netbooks • In-class targeted teacher support • In-class Teaching assistant support within class teaching (small group or individual) • In class focus groups • Group guided reading with class teacher or teaching assistant • Structured whole school phonics provision • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Improved provision of outdoor learning environment, making use of Overbury Estate • Access to extra-curricular activities • Educational trips and residential trips • Whole school policies: <ul style="list-style-type: none"> • Teaching & learning • SEND policy • Termly Pupil Progress monitoring • Reporting to parents at Parents Evenings October and March • Written annual report in July • Practical handwriting scheme • Privacy boards 	<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) • Literacy and mathematics games • Reading volunteers • Pre-teaching of vocabulary and concepts • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention, including NESSY, Hairy Phonics and Hairy Words, Better reading • Handwriting programme 'Write from the start' • Targets shared with child • Impact of intervention measured • Additional use of visual and practical resources, including coloured paper and visualiser backgrounds. • Task management boards • If no further improvements/progress the concerns are noted by the class teacher on a 'Cause for Concern' form & further progress carefully monitored • Electronic dictionaries 	<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 when available • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) • Individual Provision Map (APAR) written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specialist teacher (Specific Learning difficulties) interventions (one to one & small group support) • Precision teaching • 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: Pupil Referral Unit • 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 APAR. • In class additional Teaching Assistant support within class

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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 • Topic maps • Structured school & class routines • Notification to parents in advance of any change in routine • Use of visuals/ICT to make learning more visual • Talking partners • Time out of class where needed • Quiet spaces 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Task management boards • Language skills interventions for pupils • Social speaking intervention groups • Individual working station • Ear defenders • Lunch in quiet area • Comfort toys 	<ul style="list-style-type: none"> • 'Time2talk' programmes • Lego therapy • The Transporters DVD programme • Involvement of outside agencies: Speech & Language therapy (SALT), CCN team • Supportive start of day programme for individual children • Small group/ 1:1 support work with TA
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour policy based on our ethos "We look out for others:" <ul style="list-style-type: none"> ✓ Red zone – Reflection time ✓ Weekly class certificates and prizes – celebration assembly ✓ Learning behaviours – class reward system for showing learning behaviours ✓ Attendance awards ✓ Artist of the month • Clear consistent whole school expectations and aspirations • Buddy bench and lunch time buddies • Quiet spaces • Social & emotional aspects of Learning (SEAL) • Sports equipment provision at lunchtimes • Friday games led by Year 5 children • Peer mediators • Policies: Behaviour, Anti Bullying, Child Protection, e-Safety • Bereavement support • Daily activate • Whole class yoga 	<ul style="list-style-type: none"> • Individual reward charts • Catch me cards • Monitoring by Class Teacher • Prompt and reminder cards • Home/school diary • Time out • Individual working station • Social skills programme • Self esteem games and books 	<ul style="list-style-type: none"> • Thrive Programme • Buddy support • 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 • Early Intervention Family Support Worker

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Sensory/Physical/Medical	<ul style="list-style-type: none"> • Staff are aware of needs/impairment/disability/medication or 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 • Accessible grounds and building e.g., slopes as alternative to stairs and a lift • Risk assessments completed as appropriate e.g., off-site visits • Positioning in class and on the carpet • Quiet spaces • Activate • Whole class yoga 	<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, writing slopes, foot stool, sensory cushion, magnifiers • Handwriting programme 'Write from the start'. • Ear defenders 	<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 • Touch typing support • Loan of specialist equipment • 1:1 support in PE
Transition to and from school	<ul style="list-style-type: none"> • Open morning for prospective parents in Autumn term • 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 • Transition visits at the end of summer term for all pupils moving up to new class teacher • Visits from staff from feeder middle school • Visit to middle school to participate in activities • Participation in Bell boat events led by Middle School • Head of Year/Form Teacher to attend meetings with class teacher • Exchange of data 	<ul style="list-style-type: none"> • Additional visits to school on request • Additional visits to middle school • Support to parents in liaising with middle school to discuss concerns and provision • More in-depth conversation with Head of Year 6 	<ul style="list-style-type: none"> • Additional visits to middle school • Specific transitional activities can be arranged when required • Support to parents in liaising with middle school to discuss concerns and provision