



WESTHOUGHTON HIGH SCHOOL

Special Educational Needs & Disabilities (SEND) Information Report

This information report has been designed to provide general information and answer any frequently asked questions with regards to Special Educational Needs and Disabilities in line with the Code of Practice 2015.

What should I do if I think my child has a Special Educational Need or Disability?

Contact the Special Educational Needs Co-ordinator (SENCo), Mrs Jane Torrance, indicating what your concerns are. Mrs Torrance will then check your child's assessment data, liaise with staff and then contact you to share feedback and next steps.

What is the school ethos/approach to SEN and Disability?

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in students' abilities, aptitudes and interests. **Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from the Learning Support assistant or specialist staff.** High quality teaching, often referred to as Quality First Teaching, which is differentiated for individual students, is the first step in responding to students who have or may have a Special Educational Need or Disability. We recognise that additional intervention and support cannot compensate for a lack of good quality first teaching.

As a school, we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of those with SEND. In addition, the class teacher is responsible for implementing the intervention strategies for those underachieving, where necessary, in consultation with the SENCo and ensuring that all Education Health and Care Plan (EHCP) targets are followed.

How will I know how my child is doing in school?

Once identification, assessment and interventions have taken place, students and parents/carers are regularly kept informed by a variety of means, eg. personal contact, reports, parents' evenings, setting of targets and strategies and provision reviews. Individual multi-agency meetings are organised as appropriate and all concerned individuals and agencies are invited to attend. Parents/carers and students are always informed of the 'points for action' and about any decisions made during the meeting.

What support will there be for my child's overall well-being?

The pastoral structure ensures that our students meet with their form tutor twice each day so that they have a familiar face to talk through any problems or ask for advice. We know our students well and do our very best to ensure that they learn in a safe environment so that they will develop into self-reliant and resilient future citizens. When problems do occur, our students know that they will be listened to and that we will work together in partnership to resolve them quickly and fairly. The school employs/provides:

- 2 Assistant Headteachers - Student Progress Leaders (SPL's)
- 5 non-teaching Student Support Leaders (SSL's)
- Integrated Working Officer
- Behaviour & Attendance Support Worker
- Behaviour Support Worker
- School nurse drop in
- Nurture groups
- Peer mentoring
- Buddying system
- Homework support clubs
- Impartial careers advice and guidance
- Enrichment programmes
- The Learning Centre

How will I be involved in discussions about, planning for, and involvement in, my child's education?

The school works closely with parents/carers to support students with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents/carers are always contacted if assessment or referrals indicate that a young person has additional needs. Parents/carers are spoken to and consulted along with the students with respect to any relevant background history, current and future needs and aspirations.

Parents/carers are involved in all stages of the SEND planning process. They receive invitations to attend and contribute to review meetings and receive a copy of the review paperwork produced.

The school website contains details of the arrangements made for SEND students in school through the SEND Information Report.

How does Westhoughton High School involve children and young people in their education and in the decision making process?

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015 and Part 3 of the Children's and Families Act, 2014, we will:

- Draw up and keep a list of known students with Special Educational Needs or Disabilities

- Record the interventions we take to meet the needs of individual students
- Personalise interventions which support the multiplicity of learning difficulties and ensure that they are designed using the structure: assess; plan; do and review in order to meet each student’s identified need
- Monitor and record student progress across their curriculum

Who, outside of school, can I turn to for advice and support?

Bolton Information & Advisory Service

Lowndes St Day Nursery
Bolton
BL1 4QB
Tel: 01204 848722

Disabled Children’s Services

Castle Hill Centre
Castleton St. Bolton
BL2 2JW
Tel: 01204 337108

Action for Children

Brightmet St
Bolton
BL2 1BR
Tel: 01204 362002

Where can I find information about the Local Authority provision for children and young people?

The Special Educational Needs and Disabilities Local Offer can be found on the authority website:

www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-local-offer

How should complaints regarding SEND provision be made and how will they be dealt with?

If you need any further explanation of how students with special educational needs and disabilities are catered for at school, please contact the SENCo.

Parents/carers are partners with the school and are welcome to query any decisions made by the school. In the first instance our SENCo will address any concerns. If concerns remain then parents/carers should speak or write to the Headteacher in the first instance and if not satisfied, follow the procedures laid down in the school complaints policy.

If on pursuing a complaint, the parents/carers are not wholly satisfied with the school’s response they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the schools and the LA’s decision, they have a right of appeal to the authority’s SEN Tribunal.

How do I get a copy of the school SEND Policy?

The Special Educational Need and Disability Policy can be found on the school’s website. Alternatively parents/carers can request a copy from the school.

Who do I contact for further information?

Assistant Headteacher: Inclusion and SENCo – Mrs Jane Torrance - Tel: 01942 814122

Need specific information:

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>Westhoughton High school policy for the identification of needs (Reg 2)</p>	<p>Support for learning difficulties may be required when a student learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs: moderate learning difficulties (MLD); severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Response is directly related to an individual need.</p>	<p>Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Students with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination; which can impact on how they relate to others. Response is directly related to an individual need.</p>	<p>Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Response is directly related to an individual need.</p>	<p>Students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Students and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Response is directly related to an individual need.</p>

<p>How Westhoughton High school assess whether a child/young person has a SEND (Reg 2)</p>	<p>If a young person at Westhoughton High School has significant problems [physical, emotional, psychological, medical, etc.] that hinder/prevent him/her from learning or impact on progress or benefiting from the normal education or educational facilities provided for the majority of his/her peers; that young person has a learning difficulty. Our baseline, and regular subject based assessments allow us to monitor progress of all learners carefully and respond accordingly to need.</p> <p>IMPORTANT: This definition of learning difficulty does not apply to students who have learning problems solely because of the following reasons;</p> <ul style="list-style-type: none"> • Student’s first language is different from the language in which he/she will receive his/her education (EAL- English is an additional language). • Attendance and/or punctuality irregularities. • Health and welfare concerns. • Being a looked after child or in receipt of Pupil Premium Grant money. • Identified behaviour is not as a result of some form of social and emotional difficulties. <p>Special education provision should be matched to the child’s identified SEND. There are four broad areas of need and support:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs
<p>Type of SEND provision made throughout Westhoughton High school (Regs 1 & 3e)</p>	<p>See Waves of Intervention – Appendix 1</p>

How Westhoughton High school evaluate the effectiveness of the provision made
(Reg 3a)

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs. It is gleaned from monitoring and evaluation via observations of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support agreement monitoring
- Use of differentiated teaching/resources/specialist equipment.
- Student progress data
- SEND Progress Reviews
- Target setting

The SLT which includes SENCo and the Assistant Headteacher – **Curriculum, Data and Resources**, analyses all student data and monitors the progress of vulnerable groups. **Assistant Headteachers - Student Progress** ensure appropriate and timely interventions are put in place and involve Student Progress or Student Support Leaders as appropriate for social or behavioural concerns and form tutors as part of a wider mentoring programme.

Learning support is evaluated through the SEND Improvement plan as part of whole school self- evaluation through our IQTL cycle (Improving the quality of Teaching & Learning)

How Westhoughton High School adapts the curriculum and school environment for students
(Reg 3d)

We value academic achievement highly and are ambitious for all our students to achieve their full potential. With this in mind, we offer a curriculum which is well-balanced and provides opportunities for all students across a range of ability and interest. At KS4 students have the opportunity to study subjects at GCSE and BTEC level. Students are taught within two bands and several sets within their bands which allow teachers to differentiate the work according to ability and need. Where necessary, small group provision is created according to need. Forms are mixed ability groups. We have a number of enrichment days during the year when the normal timetable is suspended and students engage in a range of different activities to develop their personal and social skills. At Westhoughton we believe every opportunity should be taken to LEARN:

***L**ook after each other*

***E**njoy our school*

***A**im high*

***R**espect each other*

***N**ever stop learning*

The school is fortunate to be linked to the local Sports Centre thus students have access to squash courts, swimming pool, a large sports hall, dance studio and gym facilities in PE and games lessons and also after school. Where necessary, learning support is provided to ensure access to extra-curricular sport. We have responded to our student voice to improve our cashless catering facilities including bringing in new menus, providing covered areas to eat outside and extending the dining areas through the addition of conservatories. Our more vulnerable students choose to bring their lunch to the Learning Centre which is also open at break times. Student toilets have also been refurbished and we have an operative on site throughout the day ensuring that our facilities are clean and accessible; including the disabled toilets. There are vending machines and **water stations** available to students. Specialist subject areas have bespoke classrooms available to them including laboratories, technology rooms, workshops and ICT suites and, where necessary, specialist equipment such as a perching stool, adjustable table or sink and hob. Students with physical difficulties are catered for in a bespoke fashion including the specialist equipment referred to and adapted resources such as enlarged print, ramps and yellow lines painted on steps and stanchions around the site.

<p>How the school ensure the inclusion of students with SEND in activities outside of the classroom (including school trips and after school clubs) (Reg 3f)</p>	<p>Learning beyond the classroom is very important to the development of the well-rounded individual, whether that be through the Duke of Edinburgh scheme, through representative sport, drama, school productions, musical instrument tuition, enterprise activities or one of the many educational visits organised by our hard working staff; who ensure that these are fully inclusive. Where a need is identified, appropriate support is put into place to ensure accessibility.</p>
<p>What specialist skills/ expertise do school staff have? (Reg 5)</p>	<p>Annual training for all staff on SEND, Differentiation, Behaviour Management and Safeguarding at the appropriate level Specialist training on autism, asperger's, ADHD, attachment, dyslexia and dyscalculia offered to all staff on a rolling programme as required. Nonviolent Crisis Intervention Training Nurture Group Training First Aid Training ADHD, Dyslexia, Elklan, Sounds Write, Kagan, Social Stories, attachment training Coaching Peer Mentor Training Anti-Bullying Rights Respecting School Positive Parenting Training 2 HLTA's Individual Specific Medical Training according to need Brain in Hand</p>
<p>What training are the staff teaching and supporting students with SEND having/recently had? (Reg 5)</p>	<p>SEND updates are delivered to the whole staff on an annual basis with SEND training being offered to staff based on individual need.</p> <p>Relevant in-house training for Learning Support staff is provided as part of a whole school commitment to raising levels of awareness of SEND issues and in terms of their learning support role. Lesson observations help to determine future training needs regarding supporting the teaching and learning of SEND students and also provide an opportunity to monitor and record current good practice.</p> <p>Opportunities are made available whenever possible for individual Learning Support staff to gain qualifications in related skills and expertise, to improve theoretical knowledge and develop working expertise within a specific field of learning difficulty.</p> <p>Relevant in-house training required by teaching staff across the curriculum regarding SEN issues is provided by or arranged by Assistant Headteacher – Inclusion & SENCo.</p> <p>Learning Support Assistants successfully completed the Outstanding Teaching Assistant Programme in the academic year 2016-2017.</p>

	<p>Two level 2 Learning Support Assistants have undertaken level 3 training this academic year.</p> <p>Four Learning Support Assistants have completed Moving & Handling and Hoist Training this academic year.</p>
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<p>What external specialist services are accessed by school to meet the needs of students and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)</p>	<p>The school works in partnership with other agencies to meet the needs of students as appropriate. This would include the following services: school nursing team; Children’s social care; Behaviour support services; CAMHs; Police; Connexions; Educational Psychology; Ladywood Outreach service; Early Intervention Team and a variety of voluntary sector services e.g. Urban Outreach (missing from home), Phoenix Exit (child sexual exploitation) etc.</p>
<p>How is equipment and facilities to support students secured? (Reg 6)</p>	<p>Equipment and facilities are based on needs of students. Some examples of this would be the provision of Forte keyboards/laptops for children with handwriting difficulties or temporary disabilities, ICT access to support examination concessions where appropriate, access arrangements (toilets, ramps, lift etc) where needed. Other equipment is provided upon assessed need eg. Overlays and coloured exercise books for students with Irlen Syndrome.</p>
<p>How does Westhoughton High school support students with SEN during transition? (Reg 12)</p>	<p>The SENCo and SEND Support Leader will work cooperatively with primary schools to address transition issues and to ensure a continuity of staged provision, if necessary, meeting with SEND students and their parents prior to transfer. Primary SEND records should be forwarded to the SENCo at the end of the summer term, prior to transfer. Students with SEND are identified through this process and from admission records.</p> <p>As part of the liaison with feeder primary schools, identified Year 6 students are given an opportunity to experience and become familiar with Westhoughton High School prior to transfer through a series of individual or small group visits during the summer term prior to entry.</p> <p>A Connexions officer will be invited to attend all EHCP reviews from year 9. The Connexions officer is also provided with information by the SENCo on all SEND students so that they can make early contact with the students and their parents/carers in order that appropriate guidelines and support are available for the choices of further education, apprenticeships or job opportunities.</p> <p>From Y9, all annual reviews must focus on the preparation for adulthood- reflecting their ambitions, routes to higher education, employment & independent living; Higher education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies. Independent living - enabling people to have choice and control over their lives and the support they receive; their accommodation and living arrangements including supported living. Participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community. Being as healthy as possible in adult life.</p>

	Appropriate professionals will be invited to attend and/or contribute to student/s EHCP reviews, including 14+ and the Transition Plan.
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<p>How does Westhoughton school support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p>	<p>Students with disabilities and SEN have broadly the same opportunities available to them at age 16 as their peers. However, they often need a range of adjustments, from support in the classroom to transport support and services, to ensure that they can make the most of these opportunities.</p> <p>Choosing the best options and ensuring that the right support is in place are part of the transition process that starts in Year 9, when students are choosing their GCSEs. The options can range from going to a sixth form college to looking for an Apprenticeship.</p> <p>All education and training providers have a legal duty under the Equality Act 2010 not to treat learners with SEN and/or disabilities less favourably in admissions or while they are studying. They also have a duty under the Equality Act to make reasonable adjustments to ensure disabled students are not substantially disadvantaged. This means that all students should be able to access the college facilities, including the library, computer labs and classrooms. While studying and on placements, they should have access to the equipment and human support that will enable them to meet their potential.</p> <p>Careers Education Information Advice and Guidance (CEIAG) helps students to make decisions about their education. For those with SEN and/or disabilities it can be a confusing and complicated time, as they often receive support from a number of different agencies, including health, social care services and education.</p> <p>Quality and timely careers education, information, advice and guidance ensures that young people with SEND and their parents/carers are empowered to make informed decisions about their future, not just 16 to 19, but 19+ and throughout their adult lives. Careers advice makes sure that all young people are aware of the options available to them, without stereotyped limitations. It raises the aspirations of young people, their parents/carers, teachers and other professionals who work with them. For learners with SEN and/or disabilities, careers guidance can help to ensure a smoother transition from school to post-16/19 provision, training, independent living and employment.</p>
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WESTHOUGHTON HIGH SCHOOL SUMMARY OF PROVISION: 2019/20

A child may need intervention for a special educational need and/or disability at a variety of levels. The following breakdown offers an explanation of the summary of provision at Westhoughton High School according to the level/wave of need.

TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
Communication & Interaction	Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none"> Part of mainstream class and assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Parents/carers involved regularly and support targets at home. Differentiation of resources, planning based on need rather than outcome. Student involved in setting and monitoring targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific support for targets which involve communication and interaction 	<p>Assessment</p> <ul style="list-style-type: none"> As Wave 1 plus use of more detailed assessment tools e.g. Lexia, Boxall Profile. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement and includes individually focused targets, especially Speech and Language components and RSV. Additional steps taken to involve parents/carers and student as appropriate. ILP's/Pen Portraits, as appropriate, in place to support planning Examination/assessment concession arrangements utilised. <p>Grouping for teaching</p>	<p>Assessment</p> <ul style="list-style-type: none"> As Wave 2 plus more specialised assessment tools- Ladywood Outreach Service/ Behaviour Support Service/Educational Psychologist Where appropriate staff and other agencies will offer support as appropriate. <p>Planning</p> <p>Consideration of more specialised planning frameworks to prepare for the school day.</p> <p>ILP's/Pen Portraits, as appropriate, in place to support planning</p> <p>Examination/assessment concession arrangements utilised</p>

			Mainstream class based, but with some opportunity for small group and individual communication and interaction.	
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
		<ul style="list-style-type: none"> • Opportunities for over-learning basic concepts within a small group. <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom. • Support to promote social skills and interactions with peers and over-learning of basic concepts. • Support with recording of work. <p>Curriculum & teaching methods</p> <p>Flexibility will be needed in expectations to follow instructions/ record work.</p> <ul style="list-style-type: none"> • Instructions supported by visual and written clues e.g. key words displayed. • Preparation for any change and the need for clear routines. • Reduction of complex language especially when giving instructions. 	<ul style="list-style-type: none"> • A suitable area within the classroom may be useful for individual work. • An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning. • Opportunities for one to one support through use of an LSA in class. <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free). • Use of support to implement specific materials, approaches and resources as appropriate. E.g. Nurture Group; Social Stories; as needed. • Internal monitoring by Team Leader for ASD/SLCN. • Learning Centre provision for unstructured times. • Peer Support • Support from other agencies as appropriate. E.g. Ladywood Outreach Service. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with targeted support. • Need for small group work and one to one to develop individual targets and introduce any new concepts. • Access to a quiet area when needed. • An individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning. <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. • Use of support to implement specific materials, approaches and resources as appropriate e.g. Nurture Group and Social Stories • Internal monitoring by Team Leader for ASD/SLCN. • Learning Centre provision for unstructured times. • Peer Support • Support from other agencies as appropriate. E.g. Ladywood Outreach Service.

			<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving. <ul style="list-style-type: none"> • Teaching strategies should give consideration to difficulties with transfer of skills and teach subject specific vocabulary. • ICT support for learning e.g 'GCSE pod', 'I am learning' packages. • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom. • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. • ICT support for learning e.g 'GCSE pod', 'I am learning' packages. • May need enhanced RSV teaching to ensure life skills embedded.
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
	Speech, Language and Communication Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. Communication/observation checklist used in assessment in classroom. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions Parents/carers involved regularly and support targets at home. Students involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Use of Kagan Structures. Opportunities for small group work based on identified need e.g. listening/ expressive language. Time limited pair-work. Attention to position in the classroom and acoustics. 	<p>Assessment</p> <ul style="list-style-type: none"> As Wave 1 plus SENCO may be involved in more specific assessment and observations Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Development of ILP's/Pen Portraits as appropriate. Curriculum plan reflects levels of achievement and includes individually focused targets set from Annual Review and/or incorporated into the Pen Portrait Planning shows evidence of increased opportunities for targeted talk and some individually planned questions Additional steps taken to engage student and parents/carers as appropriate: drop in advice available. ILP's/Pen Portraits, as appropriate, in place to support planning Examination/assessment concession arrangements utilised. 	<p>Assessment</p> <ul style="list-style-type: none"> As Wave 2 with continuing assessment and monitoring. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Delivery of self-esteem assessment tool. Curriculum plan closely tracks levels of achievement and all targets are individualised, short term and specific. Opportunities for communication and vocabulary development through structured and unstructured sessions in the day. Additional steps taken to engage student and parents/carers as appropriate. Transition work: preparation, management and delivery at key transition stages.

		<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO if required. • Where available, LSA's routinely used to support flexible groupings, differentiation and some 1:1. <p>LSA's actively support students by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer • Simplify level/pace/amount of teacher talk. • High quality use of language modelled by all 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On-going opportunities for 1:1 support focused on specific Targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • LSA, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal. • Internal monitoring by Team Leader for ASD/SLCN. • Learning Centre provision for unstructured times. 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on subject specific targets as appropriate. <p>Attention to position in the classroom and use of visual prompt / aids to support attention and listening.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion SENCO and advice from education and non-education professional as appropriate. • Specialist support from Team Leader ASD/SLCN, under the direction of the teacher, support pupils working on modified curriculum tasks, provide regular opportunities for small group work and daily opportunities for 1:1. • Internal monitoring by Team Leader for ASD/SLCN. • Learning Centre provision for unstructured times.
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
		<p>adults in school</p> <ul style="list-style-type: none"> • Increased emphasis on identifying and teaching to preferred learning style. • Some use of specific group or 1:1 opportunities for speaking and listening. • ELKLAN: continuous available training for working with and supporting SLCN students delivered to adults through SLCN Resource in order for staff to meet the generic need. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Increasingly individualised programme including modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to students' identified need. • Teaching methods adapted to suit individual's identified learning style (e.g. Visual Auditory Kinaesthetic learning styles). • Opportunities for explanation, clarification and reinforcement of lesson content and language. • Individual targets within group tasks and/or 1:1 for speaking and listening. 	<ul style="list-style-type: none"> • Peer Support <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation personalised to student's needs. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Emphasis on consolidation and lateral progress before introducing new skills. • Regular opportunities for explanation, clarification and reinforcement of lesson content and language. • Small steps targets within group programmes and/or 1:1 for speaking and listening. • Planning and liaising with teachers in mainstream. • Pre and post teaching of vocabulary.

TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
Cognition & Learning	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include Quality First Teaching (QFT) strategies Parents/carers and students involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO/ HLTA’s may be involved in more specific assessment and observations. E.g. Lexia. SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via school tracking. ILP’s/Pen Portraits, as appropriate, in place to support planning Examination/assessment concession arrangements utilised. <p>Student and parents/carers are involved as above</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO takes advice from assessment by Educational Psychologist and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by school tracker. Targets are individualised, short term and specific. <p>Continued regular engagement of parents/carers</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. <p>Daily opportunities for 1:1 support focused on specific Pen Portrait targets.</p>

		<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO if required. Where available, LSA's routinely used to support flexible groupings and differentiation <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by baseline assessments. • Opportunities for skill reinforcement / revision / transfer and generalisation. 	<p>Advice from Educational Psychologist is reflected in targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • LSA, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. • Learning Centre provision for small group withdrawal programmes. • Learning Centre Homework Club <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to students' identified need. • Programmes to consist of small achievable steps. • Pre teach concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and/or 1:1 carefully monitored and reviewed. 	<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • LSA, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. • Learning Centre provision for small group withdrawal programmes. • Learning Centre Homework Club <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. <p>Small steps targets within group programmes and/or 1:1</p>
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
	Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Part of mainstream class and assessments. E.g. Baseline assessments and teacher observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT Parents/carers and students involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. Reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO if required. Where available, LSA's routinely used to support flexible groupings, differentiation and some 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiating for the students identified area(s) of weakness. Dyslexia friendly school strategies. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO uses screening tools (e.g. assessment etc.) Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via school tracking. Student and parents/carers are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from EP is reflected in targets. 	<p>Assessment</p> <ul style="list-style-type: none"> As Wave 2 plus more in depth assessment of specific areas of need SENCO continues to take advice from Education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by school tracker. Targets are multi-sensory, individualised, short term and specific. Continued regular engagement of parents/carers. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, with provision for alternative ways of recording. Frequent opportunities for small group work based on identified need. Opportunities for 1:1 support focused on specific targets. <p>Identified through assessment, ensuring revision and over learning are incorporated.</p>

		<p>Cursive Handwriting is introduced as part of a Multi-Sensory Learning approach.</p>	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. LSA, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. Learning Centre provision for small group withdrawal programmes. Learning Centre Homework Club <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. At KS3 and KS4 focus on study skills. <p>Opportunity for over learning rehearsing and revising.</p>	<p>Human Resources/ Staffing</p> <p>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</p> <ul style="list-style-type: none"> LSA, under the direction of the teacher provides support on differentiated recording tasks. Learning Centre provision for 1-1 withdrawal programmes. Learning Centre Homework Club Opportunities for reading spelling and writing activities in line with assessment results <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1.
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
Social, Emotional and Mental Health	Behavioural, social and emotional and mental health needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations as required. • Student self-assessment methods used. • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, • Risk assessments of difficult times of the school day. • Progress should be a measured change in their behaviour and learning following each review cycle. • Recognition of learning styles and motivational levers. <p>Planning</p> <ul style="list-style-type: none"> • Individualised programme of support related to assessments implemented. Key worker identified. • Parents/carers involved regularly and support targets at home • Students involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and student groupings. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Wave 1 plus More detailed and targeted observation i.e. interval sampling • Use and analysis of assessment tools. • Assessment related to intervention strategy • Student self-assessment extended to inform ILP's/Pen Portraits. • More detailed recording, monitoring of frequency and intensity over a range of contexts • Wider assessments for learning/other SEND. • Determine engagement of necessary education/ non-education support services possibly leading to EHF. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused targets, e.g. specific behaviour targets related to assessment: consideration of adapted timetable. • Additional steps taken to engage student and parents/carers as appropriate. • Identifying non educational input. • Requires effective communication systems enabling all involved to provide consistent support. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Wave 2 plus more systematic application of assessment tools • Involvement of education and non-education professionals as appropriate through EHF processes. • Student self-assessment updated to inform ILP's/Pen Portraits. <p>Planning</p> <ul style="list-style-type: none"> • Behaviour and curriculum plan closely tracks levels of achievement and all targets are individualised, short term and specific. • More frequent involvement of parent/carer to engage student. • Prevention placement managed through joint school/PRU support programme. • Prevention placements co-ordinated by Secondary Inclusion Panel. • Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks

		<ul style="list-style-type: none"> • Opportunities for small group work based on identified need e.g. listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need. <p>A quiet area in the classroom may be useful for individual work.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCO with assessment and planning. • Where available, LSA's routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify "hotspots". • Support for times identified by risk assessments. • Close liaison and common approach with parents/carers. 	<p>EHF processes determine holistic support plan.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at Wave 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. • Mainstream class with regular targeted small group support. • Time-limited programmes of small group work based on identified need. On-going opportunities for 1:1 support focused on specific targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from Inclusion SENCO. • LSA, under the direction of teacher, provides sustained targeted support on an individual/group basis. • May include withdrawal. • Additional daily support provided within school to support learning and behaviour. • Increased parental/carer involvement and multi-agency support services to plan and regularly review of targets / PSP <ul style="list-style-type: none"> • Encouragement/inclusion in extracurricular activities. • Anger Management/ Social Skills programme • Triple P support for Parents <ul style="list-style-type: none"> • Identification of 'key worker' with clear specification of role, usually Student Support Leader (SSL). 	<ul style="list-style-type: none"> • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEMH/learning targets. • PRU prevention placements offer intensive individual and small group support. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENCO. • LSA, under the direction of the teacher, supports student working on modified curriculum tasks • Increased access to a combination of individual, small group and whole class activities. • Encouragement inclusion in extracurricular activities. • Anger Management/ Social Skills programme • Police Chameleon Project • Triple P support for Parents
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		<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Clear and consistent use of the Respect to Learn Code. • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum. • Strategies developed shared with school staff, parents/carers. • Increased differentiation by presentation and/or outcome. • Simplify level, pace, amount of teacher talk/instructions. • Increased emphasis on identifying and teaching to preferred learning style. • Opportunities for skill reinforcement/revision/transfer and generalisation. • Some use of specific group or 1:1 programmes. Preparation for any change and the need for clear routines. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Clear and consistent use of the Respect to Learn Code • Modify level/pace/amount of teacher talk to students' identified need. • Individual targets within group programmes and/or 1:1. • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. • Short term individual support focusing on listening, concentration, social skills, and solution focused approaches. • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution. <ul style="list-style-type: none"> • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama. <p>At least 2 of the above</p>	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Clear and consistent use of the Respect Code. • Teaching focuses on both curriculum and SEMH outcomes throughout the school day. • Tasks and presentation personalised to Student's needs. • Individualised level/pace/ amount of teacher talk. • Learning style determines teaching methods. • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. • Small steps targets within group programmes and/or 1:1 work tasks. • Targets are monitored with the student daily targets. • Accessing mainstream lessons for most of the time with complimentary access to the Learning Centre or other internal support arrangements.
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TYPE OF PROVISION	WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
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Sensory and/or Physical Medical Conditions	Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments. Curriculum plans include individual/group targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Agreed joint written advice and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist / Sensory Support. Monitoring by internal LSA for PD <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum. Exam concession arrangements. 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments. Possible use of specialist tools to assess access to spoken language in class on request to Support Team for Deaf Children (STDC). <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans include individual / group targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class. Attention to seating, lighting and acoustics. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by subject teacher. Contact family. Request specialist to visit school: <ul style="list-style-type: none"> Observe student in class Speak to student Speech discrimination Gather data on progress Advise staff- Communication Pen Portrait (class teacher / SENCO) Written report circulated to school, family and hospital. Monitoring by internal LSA for PD 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments. May require modification to the presentation of assessments. Possible use of specialist tools to assess access to spoken language in class on request to Support Team for Deaf Children (STDC). <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused Pen Portrait targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class. Attention to seating, lighting and acoustics. <ul style="list-style-type: none"> Opportunities for 1:1 and small group work. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher. Contact family. Request specialist to visit school: <ul style="list-style-type: none"> Observe student in class Speak to student Greater Speech articulation /discrimination Gather data on progress Advise staff (class teacher / SENCO)
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			<ul style="list-style-type: none"> • Additional support from STDC if needs change on request from school. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum. • Teaching strategies which facilitate access to the curriculum, social / emotional development and class participation <p>Exam concession arrangements.</p>	<ul style="list-style-type: none"> • Written report circulated to school, family, hospital. • Monitoring by internal LSA for PD • Annual electroacoustic hearing aid checks. • Monitoring visit to speak to student/SENCO • Possible input from Sensory Support and/or other professionals. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Possible differentiation by presentation and/or outcome <p>Opportunities for use of new technologies for explanation, clarification and reinforcement of lesson content and language.</p> <p>Specific interventions for speaking, listening and teaching of phonics.</p> <p>Exam concession arrangements.</p>
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TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
	Visual Impairment	<p>Assessment and Planning</p> <p>School staff aware that student may be experiencing visually related learning difficulties and monitor student performance in this respect.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom, lighting & glare. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by subject teacher. • Contact family. • Request specialist to visit school: <ul style="list-style-type: none"> Observe student in class Speak to student Gather data on progress Advise staff- Communication Pen Portrait (class teacher / SENCO) • Monitoring by internal LSA for PD 	<p>Assessment and Planning</p> <p>School staff aware that student may be experiencing visually related learning difficulties and monitor student performance in this respect.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom, lighting & glare. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by subject teacher. • Contact family. • Request specialist to visit school: <ul style="list-style-type: none"> Observe student in class Speak to student Gather data on progress Advise staff- Communication Pen Portrait (class teacher / SENCO) • Written report circulated to school, family and hospital. • Monitoring by internal LSA for PD 	<p>Assessment and Planning</p> <p>Planning based on current visual performance and prognosis of possible changes- access to new technologies.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by subject teacher. • Contact family. • Request specialist to visit school: <ul style="list-style-type: none"> Observe student in class Speak to student Gather data on progress Advise staff- Communication Pen Portrait (class teacher / SENCO) • Written report circulated to school, family and hospital. • Monitoring by internal LSA for PD • Additional support from Visual Impairment specialist if change needed on request from school.

TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
		<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Quality First Teaching. Full inclusion within mainstream class. Teaching strategies which facilitate access to the curriculum, social / emotional development and class participation. Exam concession arrangements 	<ul style="list-style-type: none"> Additional support from Visual Impairment specialist if change needed on request from school. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Quality First Teaching. Full inclusion within mainstream class. Teaching strategies which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired student. E.g. enlargement of resources. Exam concession arrangements 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Quality First Teaching. Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Some modification / differentiation of learning materials and curriculum delivery to facilitate access. E.g. Attention to speed of lesson delivery and speed of working of VI student. Exam concession arrangements.
	Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> Part of school and class assessments Visual and hearing assessments conducted by external specialist. Functional sensory assessment by external specialist. As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development Curriculum plan closely tracks levels of achievement Targets are individual and SMART

TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
	Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Access arrangements assessed and need met – Personal Emergency Evacuation Plan (PEEP) in place • SENCO may be involved in more specific assessment and observations. • Regular review of personal educational plan. • Pre referral advice from the teaching support service, where necessary. <p>Planning</p> <ul style="list-style-type: none"> • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. • Possible nurture group activities to help build self-esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting assessment and relevant skills practice. • Individual dressing and undressing skills programme, where necessary. 	<p>Assessment</p> <ul style="list-style-type: none"> • As for Wave 1 but with advice from teaching support service and possibly health care professionals. E.g. Physiotherapist & Occupational Therapist. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum through enhanced use of differentiation and group support. • Buddy system if required. • Possible nurture group activities to help boost self-esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting skills programme • Individual dressing and undressing skills programme as required. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. 	<p>Assessment</p> <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need ICT assessment to aid with future curriculum recording. • Personal care needs assessment <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning now closely linked to pen portrait targets. • May need specialist seating. <p>Modified PE/outdoor play curriculum may be needed.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Nurture group input may be necessary to help with low self-esteem. • <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment.

TYPE OF PROVISION		WAVE 1: Universal Lesson Provision	WAVE 2: SEND Support Provision	WAVE 3: External School SEND Provision – Statement/EHCP
		<ul style="list-style-type: none"> • Access to gross motor skills assessment. May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Resources</p> <ul style="list-style-type: none"> • Main support from LSA's if appropriate with support from SENCO. • Exam concession arrangements, where appropriate. 	<p>Resources</p> <ul style="list-style-type: none"> • Main support from LSA's with support from SENCO and or specialist support service when needed. • Monitoring by internal LSA for PD. • Supervision may be needed to meet hygiene needs and or outside play and provision at lunch time. • Exam concession arrangements. 	<ul style="list-style-type: none"> • Differentiation to PE curriculum/access • Dressing and undressing skills programme as required. • ICT equipment to aid full participation in a lesson. <p>May need specialist seating and or furniture or equipment.</p> <p>Resources</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills needed to fully access the curriculum, e.g. Note-taking, diagram drawing. • Monitoring by internal LSA for PD. • Exam concession arrangements <p>Training and advice from specialist support service for teaching and support staff.</p>

Updated: July 2019 Mrs J. Torrance

Review: July 2020