



Ark Burlington Danes Academy

All-Through Special Educational Needs and Disabilities Policy

2021-22

All staff should have access to this policy and sign to the effect that they have read and understood its contents

Date of last review:	September 2021	Author:	SENDCo
Date of next review:	September 2022	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Burlington Danes Academy	Key Contact Name:	Elizabeth Rhodes (S) Karis Stanislaus (P)
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding

POLICY INFORMATION

Named personnel with designated responsibility for all matters associated with SEND:

Role	Designated Person	Contact Details
SENDCo	Elizabeth Rhodes (S)	elizabeth.rhodes@burlingtondanes.org
	Karis Stanislaus (P)	primary.senco@burlingtondanes.org
SEND Link Governor	Sof McVeigh	sof@homemadeco.com
Designated teacher with safeguarding responsibility	Elizabeth Rhodes (S)	elizabeth.rhodes@burlingtondanes.org
	Karis Stanislaus (P)	karis.stanislaus@burlingtondanes.org
Member of staff responsible for pupils with medical needs	Katie Schulkes (S)	katie.schulkes@burlingtondanes.org
	Karis Stanislaus (P)	karis.stanislaus@burlingtondanes.org
Member of staff responsible for managing PPG/LAC funding	Elizabeth Rhodes (S)	elizabeth.rhodes@burlingtondanes.org
	Karis Stanislaus (P)	karis.stanislaus@burlingtondanes.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2020	Policy amended	E. Rhodes
Sep 2021	Policy updated	E. Rhodes

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018/19	September 2018	Paul Simon
2019/20	September 2019	Paul Simon
2020/21	September 2020	Paul Simon
2021/22	September 2021	Paul Simon

Dates of staff training for this academic year

Dates	Course Title	Staff
September 2021	Supporting SEND Learners: Independent Practice, Differentiation and Literacy	All teaching and support staff
September 2021	Supporting Emotional Mental Health and Wellbeing Needs	All teaching and support staff
Half termly	SEND review cycle including Nurture clinics	All nurture teachers and support staff

In addition, the school and the ARK network has embedded programmes of ongoing, year-round professional development for special educational needs and disability teaching and support.

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1 COMPLIANCE

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, September 2014.

This policy was created by the academy SENDCo in collaboration with the SEND Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

2 ROLES AND RESPONSIBILITIES

The SENDCo

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordinating provision made for students with SEND.

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.

The SENDCo plays an important role with the Principal and governing body in determining the strategic development of the SEND policy and provision within the academy in order to raise the achievements of students with SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENDCo is also responsible for the following:

- In relation to each of the registered pupils who the SENDCo considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable
 - In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs
 - Monitoring the effectiveness of any special educational provision made
 - Securing relevant services for the pupil where necessary
 - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date
 - Liaising with and providing information to a parent / carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made
 - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
 - Selecting, supervising and training learning support assistants who work with pupils with special educational needs
 - Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs
 - Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs

- Preparing and reviewing the information required by law to be published in relation to special educational needs provision

The SEND Link Governor

The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

3 OUR VISION, VALUES AND AIMS

Our vision for all pupils, including those who have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

Ark Burlington Danes is a Church of England community school guided by its Christian ethos. At Ark Burlington Danes Academy, we believe that everyone deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Our school is built on six pillars: high quality teaching, strong discipline, mastery curriculum, character development, raising aspirations and achievement and developing educational leaders. These pillars are the foundation of an excellent education and support all that we do from setting our long-term vision to driving day to day decision making. They are present in all aspects of our practice and at all levels of our organisation. We have an uncompromising ambition that at Ark Burlington Danes students leave as confident, articulate and culturally aware young people who take on key roles within their communities. At BDA, we have four core values: aim high, be brave, be kind and keep learning. Our students are encouraged to believe in themselves, to treat each other with respect, to persevere when faced with challenges and to achieve greatness in all that they do. We want them to live life to its fullest.

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind
- set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND
- teach, recognise and reinforce good behaviour
- organise our academy so that every child knows, and is known well by, every adult in the academy
- prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

4 IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

4.1 Primary assessment processes

Upon entry to the primary school the school will assess each child's current attainment on entry in order to have a greater understanding of the pupil's current capability. If the child already has an identified special educational need, this information may be transferred from former school settings during transition to Burlington Danes Primary or between staff when children transition between classes. Likewise, Burlington Danes will ensure information is shared whenever pupils transition to a new school or setting. Class teachers and the SENCO will use this information to:

- Ensure appropriate strategies and resources are in place before a pupil arrives.
- Make sure pupils have a smooth transition.
- Provide starting points for the development of an appropriate curriculum.
- Identify any learning difficulties and these are clear and appropriate.
- Organise and liaise with appropriate external support agencies.
- Ensure prior observations and assessments contribute to the gathering of evidence used to understand a child's experiences and achievements and to contribute towards planning next steps in learning.

4.2 Secondary assessment processes

The key stage two SATS attainment in English and Mathematics of all pupils is reviewed upon entry to the secondary academy, alongside other diagnostic tools such as CATS assessments and NGRT tests, to:

- form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least twice per year to ensure that pupils who fall behind are identified as early as possible.
- identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures.
- Refer to Appendix A for a full list of assessments and interventions.

For new students in Year 7 in 2020-21 and 2021-22, who did not sit KS2 SATS, and for all students who join the academy without having completed SATS, diagnostic assessments such as CATS tests and NGRT tests are used to form a baseline assessment.

Pupils at Key Stage 3 are also assessed annually for literacy development using the NGRT so that those who lag behind their peers may receive the necessary targeted or specialist input to help them catch up

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent / carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):

- **Communication and interaction** needs refer to those students who experience difficulty with speech, language and communication
- **Cognition and learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes

students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general

- **Social, emotional and mental health** needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.
- **Sensory and / or physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5 A GRADUATED APPROACH TO SEND SUPPORT

At Ark Burlington Danes Academy we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- *Assessing* the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress.
- *Planning* the most effective and appropriate short term intervention, based on evidence of what works
- *Doing* this intervention and training staff to deliver it to a high standard
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Wave 1: Universal Support

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this **universal** level, we train our teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in a Pupil Passport. The Pupil Passport is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Wave 2: Targeted Support

We provide **targeted** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when data analysis shows they have fallen behind their peers.

Such specific, targeted one-to-one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

Wave 3: Specialist Support

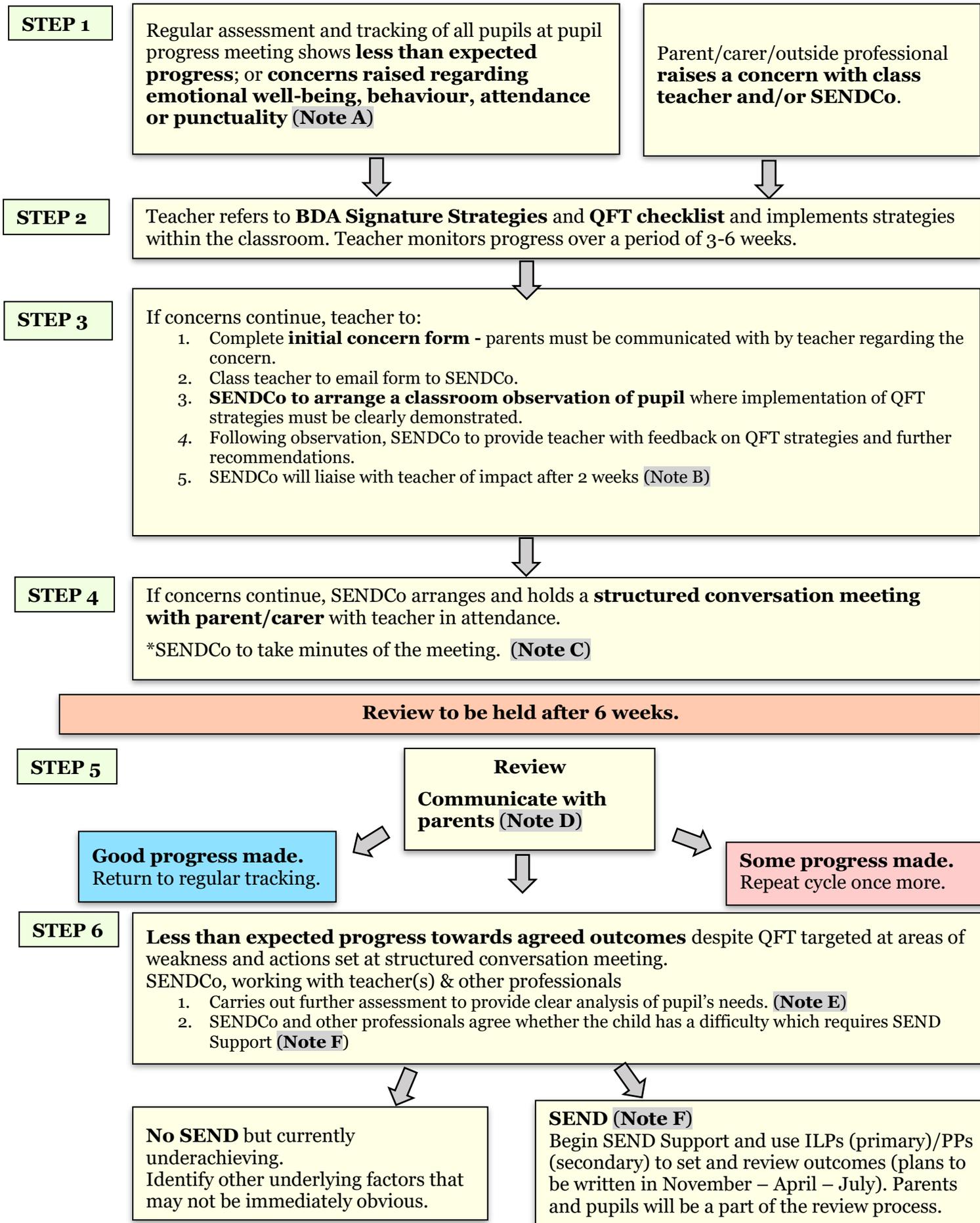
We provide **specialist** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- An occupational therapist
- Specialist sensory advisory teachers, e.g. for students with hearing or visual impairments
- Outreach Autism Teams
- CAMHS

Refer to Appendix A and Appendix B for a full list of assessments and support/interventions provided at Ark Burlington Danes Academy.

See following page for a flowchart outlining our SEND Support identification process at Ark Burlington Danes Academy.

Special Educational Needs Support Identification Process



Note A	<p>The Code of Practice (June 2014) identifies less than expected progress as progress which (page 84):</p> <ul style="list-style-type: none"> • <i>is significantly slower than that of their peers starting from the same baseline</i> • <i>fails to match or better the child’s previous rate of progress</i> • <i>fails to close the attainment gap between the child and their peers</i> • <i>widens the attainment gap</i> <p>It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.</p>
Note B	<p>SENDCo to support the teacher to ensure pupil is receiving quality first teaching appropriate to their needs. E.g. differentiation, targeted feedback, use of in-class support.</p> <p><i>Has the teacher been provided with advice, support and training to support this pupil?</i></p> <p>QFT might include targeting a small group for focused teacher or support teacher input x ___ times per week or use of a particular resource.</p>
Note C	<p>SENDCo to arrange this meeting with parents. Teacher will also be in attendance at this meeting. During this meeting actions will be set and desirable outcomes will be agreed.</p>
Note D	<p>Communicate’ – i.e. let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment / information in school has been carried out.</p>
Note E	<p>Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity / type of need.</p>
Note F	<p>Definition of SEND in Code of Practice 2014 (page 4-5)</p> <p>xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (This is provision over and above what is described in notes B and C above)</p> <p>xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <i>has a significantly greater difficulty in learning than the majority of others of the same age,</i> <i>or (i.e. compared to national averages)</i> <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools</i>

6 RECORDING SEND

We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils.

For each pupil with SEND, the SENDCo will record on the academy data management system their broad area/s of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the academy SEN/D register.

Records of interventions and support are kept in the academy provision map.

When the pupil has caught up with their peers and therefore no longer requires the additional provision or support, in consultation with parents the entry will be deleted from the SEN/D register and provision will be ended in the provision map.

7 SUPPORT FOR FAMILIES

We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points (Early Years, Key Stage 1 and Key Stage 2). At the end of each academic year, the SENDCo arranges handover meetings between the current class teacher and new class teacher to share key pupil information. In addition to this, pupil passports are updated with pupils to ensure that their new teacher has all up to date information.

At the end of Key Stage 3, parents / carers may talk to the SENDCo about choosing options for Key Stage 4 for their children with SEND. Similarly, at the end of Key Stage 4, parents / carers may approach the SENDCo for support relating to Sixth Form or other further education options.

Additional support to families is available through the local authority. Hammersmith and Fulham's Local Offer can be accessed here:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

8 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and where this is the case the academy will comply with the SEND Code of Practice 0 – 25 (2014).

The policy for meeting the needs of pupils with medical conditions sets out the academy approach in this regard. This policy is available on the academy web site:

<http://burlingtondanes.org/policies/medical-policy>

9 MONITORING AND EVALUATION OF SEND PROVISION

The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to pupils' needs as set out in section 5.

The senior leadership team, supported by the SENDCo, regularly observe lessons to monitor the quality

of teaching, and for those pupils with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Pupil Passports.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing pupils to catch up with their peers.

Students with an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

10 TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Burlington Danes Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEND.

Staffing and resources are funded through the Academy's notional SEN budget - a sum of money the academy receives to spend at our discretion for meeting the needs of pupils with SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with an Education, Health and Care Plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.

The SENDCo regularly attends SENDCo network meetings at both Local Authority and Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND.

11 STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website.

12 ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

Our accessibility plan can be viewed here:

<https://burlingtondanes.org/sites/default/files/BDA%20Accessibility%20Plan%20policy.pdf>

13 DEALING WITH COMPLAINTS

Our named person for all matters relating to SEND is Elizabeth Rhodes in the Secondary phase and Karis Stanislaus in the Primary phase. These members of staff should be contacted if parents / carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is

available on the academy website: <http://burlingtondanes.org/policies/complaints-policy>

14 REVIEWING THE POLICY

Governors, the Principal and SENDCo, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

15 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

16 LINKS

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	https://burlingtondanes.org/page-strips/our-policies-11
Hammersmith and Fulham Local Offer	http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0
Behaviour policy	https://burlingtondanes.org/page-strips/our-policies-11
Policy for meeting the needs of pupils with medical conditions	https://burlingtondanes.org/page-strips/our-policies-11
Complaints Procedure	https://burlingtondanes.org/page-strips/our-policies-11

Appendix A: Assessment Strategy

At half-termly intervals, use data to colour-code students' attainment / progress / wider outcomes:

RED = Attainment / progress below average; gap between pupil and peers not closing

AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing

GREEN = Attainment / progress in average range

WAVE 1: UNIVERSAL Half-termly data review (Class teacher, HOY, HOD)	Possible area/s of need <i>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</i>	WAVE 2: TARGETED Further school-based assessment to inform universal strategies and targeted interventions (Support teacher / SENDCo)	WAVE 3: SPECIALIST Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENDCo)
Attainment + progress: English Reading Test Results (NGRT)	Literacy difficulties	GL Dyslexia Screening WRAT IV / YARC / AAB Comprehensive Test of Phonological Processing (CTOPP) Check vision	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages / QCA Scales	EAL teacher
	Language and Communication Difficulties	Language and Communication Checklist Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths	Numeracy difficulties	Basic Number Screening Test (Y7 and Y8) CAT 4 (quantitative) WRAT IV (math computation)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile	EWO CAHMs therapist Ed Psych Paediatrician
	Difficulties related to personal organisation	Coping in Schools Scale	Ed Psych
	Social Skills Difficulties	Language and communication Checklist	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination – observational information	Motor Skills Problems	Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist
Isolated / socially withdrawn – observational information	Social Skills Difficulties	Language and communication checklist	Speech and Language Therapist
	Mental health problems	Strength and difficulties questionnaire	CAMHS Therapist

Appendix B: Ark BDA All-Through SEND Provision Map

Code: P = Primary; S = Secondary; A = All-through

LEARNING ENVIRONMENT		
Wave 1 Universal Offer		
<ul style="list-style-type: none"> • Colour coded working walls (P): Reading: Yellow; Maths: Blue; Writing: Green • Colourful Semantics – Year R, Year 1, Year 2, Year 3 (P) • Year group corridors and home rooms (S) • Visual timetable (A) • Differentiated independent activities (A) • Support teacher supporting 1:1/small group (A) • Well-presented, uncluttered classrooms (A) 		
Wave 1 Universal Offer What happens at this stage? Use the above checklist to address the concerns you have. If there are no visible improvements from the above strategies implemented in the classroom an Initial Concerns Form must be completed and sent to SENCo. Involved professionals: Class teacher / tutor and Support Teacher	Wave 2 Targeted Support What happens at this stage? If there is no improvement following initial concerns raised, a structured conversation meeting will take place where one or more of the above targeted support interventions will be agreed to be carried out with pupil. Involved professionals: Class teacher / tutor, Support Teacher, Heads of Year/Department and SENDCo	Wave 3 Specialist Provision What happens at this stage? If there are no further improvements following agreed targeted support at Wave 2, then the above specialists may intervene. Involved professionals: External professionals, SENDCo and SEND team.
COGNITION AND LEARNING		
<ul style="list-style-type: none"> • Illustrated dictionary (P) • Task planner/checklist (P) • RWI letter/sound charts stuck to the desk (P) • Alphabet/number strip stuck to tables (P) • Phoneme frame/charts stuck to the desk (P) • Effective use of resources (Nomicom, dienes) etc (P) • Explicit teaching of keyboard skills (P) • Colourful Semantics (P) • Use of word mats (P) • Use of brain breaks and brain gym (P) • Curriculum booklets in all subject areas (S) 	<ul style="list-style-type: none"> • Bookmark (P) • Astrid (P) • Dialogic reading (P) • Colourful Semantics (P) • Nurture groups (S) • SRA Reading Laboratory Programme (S) • Teacher targeted interventions (A) • Additional small group and 1:1 Phonics (RWI) (A) • 1:1 and small group numeracy support (A) • EAL interventions (A) • Individual Learning Plans and Pupil Passports (A) 	<ul style="list-style-type: none"> • Occupational Therapist: In school observations, OT programme, supporting school staff (A) • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training (A) • 1:1 Specialist teaching intervention (A) • Specialist assessment for exam support (A)

<ul style="list-style-type: none"> • Setting by prior attainment (<i>S</i>) • Signature Strategies for teaching (<i>A</i>) • Pre-teaching of key concepts and language to support progress (<i>A</i>) • Differentiation strategies: mind map opportunities, sentence starters, writing frames, etc. (<i>A</i>) • Strategic seating plans (<i>A</i>) • Repeating and chunking instructions (<i>A</i>) • Providing thinking time (<i>A</i>) • Regular assessment & tracking of pupil progress (<i>A</i>) • Use of a range of resources to support (concrete objects, images, sequencing, etc.) (<i>A</i>) • Minimal copying from the board (<i>A</i>) • Use of different and varying learning styles (<i>A</i>) • Stimulating & supportive learning environment (<i>A</i>) • Cloze procedures used to support memory (<i>A</i>) • Dyslexic friendly strategies to support learning (e.g. coloured overlay, easier to access font) (<i>A</i>) • High quality modelling and use of good examples to aid memory and support expectations (<i>A</i>) • English is planned around the use of high, quality texts to develop a real love of reading (<i>A</i>) • High quality ‘on the spot feedback’ and corrective teaching to ensure all children make progress (<i>A</i>) 	<ul style="list-style-type: none"> • Support teacher training in specific interventions and strategies. (<i>A</i>) • ICT to support recording and learning. (<i>A</i>) • Precision teaching (<i>A</i>) • Language for Thinking (<i>A</i>) • Multi-sensory spelling programme: Toe by toe (<i>A</i>) 	
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COMMUNICATION AND INTERACTION

<ul style="list-style-type: none"> • Now/Next board (<i>P</i>) • Social stories (<i>P</i>) • Curriculum booklets in all subject areas (<i>S</i>) • Signature strategies for teaching (<i>A</i>) • Structured school and class routines (<i>A</i>) • Differentiated planning/resources (<i>A</i>) • Increased visual aids and use of symbols (<i>A</i>) • Visual timetables (<i>A</i>) • Clear, unambiguous language (<i>A</i>) • Drama and role play activities as part of lessons (<i>A</i>) • Key vocabulary taught in lessons (<i>A</i>) • Additional use of ICT to support the curriculum (<i>A</i>) • Facing child when giving chunked instructions (<i>A</i>) • Pre-teach /over-teach vocabulary (<i>A</i>) 	<ul style="list-style-type: none"> • Bucket time (<i>P</i>) • Play-doh club (<i>P</i>) • Neli (<i>P</i>) • Talk Boost/Early Talk Boost (<i>P</i>) • Colourful Semantics (<i>P</i>) • Nurture groups (<i>S</i>) • Speech sound work (<i>A</i>) • Lesson resources shared with support teacher in advance to adapt the lesson to specific individual needs (<i>A</i>) • Language for Thinking (<i>A</i>) • Social skills group (<i>A</i>) • Emotional Literacy Support (ELSA) group (<i>A</i>) • Speaking and listening group (<i>A</i>) 	<ul style="list-style-type: none"> • Speech and Language Therapy: Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations (<i>A</i>) • Autism Outreach: Direct work with school staff, delivering specific training, in class observations of pupil (<i>A</i>) • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training (<i>A</i>) • NHS Speech Therapy (pupils in Year N or with an EHC plan): Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations (<i>A</i>) • Michael Palin Centre for Stammering (<i>A</i>)
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<ul style="list-style-type: none"> • Mind mapping new concepts (A) • Repeating questions back to pupils (A) • Thinking time (A) • Instructions written down (A) • Differentiation strategies to scaffold thinking: sentence starters, writing frames, etc. (A) 	<ul style="list-style-type: none"> • Speech and Language planned programme (A) • Lego therapy (A) • Social stories (A) 	
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SOCIAL, EMOTIONAL MENTAL HEALTH

<ul style="list-style-type: none"> • Signature strategies for teaching (A) • Consistent application of behaviour policy: routines, sanctions, rewards, etc. (A) • Class teacher / tutor monitoring (A) • PSHE curriculum, including circle time taught in class with class teacher (A) • Attendance monitored by school and if necessary, support from the Education Welfare Officer (EWO) (A) • School houses and house point system (A) • Personalised reward chart (A) • Pastoral involvement: training (A) • Positive and negative phone calls home (A) • Restorative conversations (A) • Parent meetings (A) 	<ul style="list-style-type: none"> • Art therapy (S) • Sanctuary lunchtime club (S) • Individual pastoral support plan (A) • Personalised timetable (A) • 1:1 or small group mentoring (A) • Planned break/lunchtime arrangements (A) • Facilitated games and activities through unstructured periods such as playtimes (A) • Social skills group (A) • Speaking and listening group (A) • Lego therapy (A) • Zones of Regulation (A) • Emotional Literacy Support (ELSA) group (A) • West London Zone (A) • Place2Be (A) 	<ul style="list-style-type: none"> • Tri-borough Alternative Provision (TBaP): In class observations, direct work with pupil 1:1, direct work with school staff (A) • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training (A) • Early help: Supporting the family and young person, directing to other support services (A) • Child and Adolescent Mental Health Services (CAMHS) referral (A) • MIND: 1:1 work with pupils, supporting school staff, risk assessing pupils, supporting the family, delivering whole school training, delivering parent workshops (A)
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SENSORY/PHYSICAL NEEDS (and/or Medical needs)

<ul style="list-style-type: none"> • Brain gym breaks used in classroom. (P) • Handwriting lines to support effective transcription (P) • Signature Strategies for teaching (A) • Presentation expectations (handwriting and book layout) in all lessons (A) • PE to incorporate gross and fine motor skills practice in curriculum (A) • Natural light where possible (A) • Tidy, quiet classrooms that allow ease of movement (A) • Visual, auditory and kinaesthetic methods of learning (A) • Real life sensory experiences built into planning and the curriculum (A) 	<ul style="list-style-type: none"> • Ear defenders (P) • Fine motor skills programme. (P) • Care and accessibility plan written, parents in agreement and have own copy, and all necessary staff informed. (A) • Additional handwriting practice (A) • Necessary consideration given to any physical apparatus/equipment necessary to aid learning / movement/ independence (A) • Writing slope (A) • Fiddle toys/sensory box (A) • Coloured overlays (A) • Hearing aid support (A) • Change of font size (A) • Pen/pencil grips available (A) 	<ul style="list-style-type: none"> • Intimate care plan created and implemented (A) • Hearing and Visual Impairment team: 1:1 direct work supporting school staff, delivering training • Support from school nurse (A) • Specialised medical care and intimate care (A) • Occupational Therapist: In school observations, OT programme, supporting school staff (A) • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training (A) • Physical disability support team (A) • School nurse meetings and assessment (A)
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