

This document sets out a summary of the provision in our school for SEN support. The provision is split into three waves as follows:

Wave 1- Universal Provision – Quality First Teaching

This is provision that is available to all children in the school and forms part of our Quality First Teaching approach which provides high quality teaching to all children adapted to their individual learning styles, prior learning and educational need.

Wave 2 – SEN and intervention support

This is provision that is provided in addition to Wave 1 provision. This is available to children who may have been identified as having Special Educational Needs (SEN).

Wave 3 – Targeted and Personalised support

This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who require further targeted or personalised support in addition to Wave 1 and 2 provision.

Area of Need	Wave 1 Universal Provision – Quality First Teaching	Wave 2 SEN support and Intervention support	Wave 3 Targeted and Personalised support
Cognition and Learning	<p>High expectations of children and appropriate challenge for all</p> <p>Clear learning objectives</p> <p>Clear instructions</p> <p>Clear feedback and next steps in learning - children are involved in the process and given time to respond</p> <p>Behaviour for learning at the heart of lessons/ school ethos</p> <p>Learning walls to support key learning points</p> <p>Collaborative working opportunities</p> <p>Time to talk things through with a talk partner before feeding back to class</p> <p>Thinking time build into questioning</p> <p>Variety of teaching styles and approaches using both open and closed tasks matched to the need of individuals</p> <p>Multisensory learning approaches making use of music, actions, graphics etc</p> <p>Use of concrete resources to build understanding of mathematical concepts taught alongside pictorial and abstract representations</p> <p>Planning emphasises what children will learn based on an assessment of</p>	<p>Writing frames or alternatives to written recording when writing is not the primary objective</p> <p>Access to ICT to help reduce barriers to learning</p> <p>Maths interventions: Plus One/ Power of 2, SNAP fluency boosters.</p> <p>Phonics support: Rapid Catch up programmes.</p> <p>Paws for Reading : Therapy dog to support reading.</p> <p>Speech to text and text-reading software</p> <p>Precision teaching to address areas of need, for example, sight words, key vocabulary.</p> <p>Fluency reading booster programme</p> <p>Additional level of adult proximal support in lessons.</p> <p>Spelling intervention including Spelling Shed.</p>	<p>Input from Local Authority SEND Hub (Cognition and Learning team)</p> <p>Personalised learning including 1:1 or small group inputs and work to support delivery of personalised curriculum based on individual need.</p> <p>Planned 1:1 support in lessons to support access to the curriculum.</p> <p>Educational psychology services assessment and advice</p>

	<p>what the child already knows, understand and can do – Assessment for Learning principles in place.</p> <p>Personalised and differentiated teaching including questioning</p> <p>Visual timetables</p> <p>Application of inclusive classrooms principles including: neutral calm displays, clear labelling with use of widget symbols, dyslexia friendly fonts.</p> <p>Learning support resources such as number and letter formation strips, word mats, phoneme mats available to all.</p> <p>Keep Up phonics boosters</p>		
Communication and Interaction	<p>Visual timetables</p> <p>Use of widget symbols in classroom and learning resources</p> <p>Structured school and class routines</p> <p>Whole class movement breaks</p> <p>Provision of break out/ quiet area in each classroom</p> <p>Access to fidgets</p> <p>Access to ear defenders</p>	<p>Use of Now/ Next boards</p> <p>Social stories</p> <p>Sensory circuits</p> <p>Interoception curriculum</p> <p>Talkabout intervention to support social skills</p> <p>Proximal in class support to support with focus.</p>	<p>Specialist speech and language support (SALT)</p> <p>Input from Local Authority SEND Hub (Communication and Interaction team)</p> <p>1:1 speech and language support</p> <p>Personalised learning including 1:1 or small group inputs and work to support delivery of personalised curriculum based on individual need.</p>

	<p>Clear and simple explanations with instructions chunked into manageable steps</p> <p>Thinking time built into lessons/ questioning to allow for processing time.</p> <p>Talk partner opportunities</p> <p>Clear modelling of language and sentence structures</p> <p>Explicit teaching of vocabulary</p> <p>Use of sentence stems</p> <p>Zones of Regulation</p>	<p>Use of task boards to break down tasks into small steps and support memory of instructions</p> <p>Use of Launchpad for Literacy framework to pinpoint barriers to learning and development of targets to meet next steps.</p> <p>Foundations for Literacy</p> <p>Talk through Stories</p> <p>Personalised workspaces including access to standing desks, break out areas as needed.</p> <p>Group lego therapy</p> <p>Lunch time calm club and forest school sessions.</p> <p>Identifying emotions daily intervention</p> <p>Zones of Regulation small group interventions</p>	<p>Planned 1:1 support in lessons to support access to the curriculum.</p> <p>Use of Makaton to support communication</p> <p>Communication boards</p> <p>Personalised sensory areas (e.g. sensory tents) to support during periods of dysregulation.</p>
--	---	--	--

Social, Emotional and Mental Health	<p>Whole school positive behaviour policy</p> <p>School reward system: postcards and Dojos.</p> <p>Assemblies: Celebration assembly and Values assembly</p> <p>Zones of Regulation</p> <p>Use of picture and story books focussing on diversity and what makes us unique and special</p> <p>Comprehensive PSHE curriculum</p> <p>Individual wellbeing toolkit for every pupil</p> <p>Social seating in class and lunch hall</p> <p>Mindfulness and relaxations strategies</p> <p>Modelling of mutually respectful relationships.</p> <p>Positive language to redirect and reinforce expectations.</p>	<p>Awesome jars</p> <p>Lunch time Calm Club and Forest school sessions.</p> <p>Intervention support from Mental Health Lead including: The Decider programme, ELSA support, resilience framework, nurture groups.</p> <p>Soft start to school day</p> <p>Now/ Next boards</p> <p>Personalised workspaces including access to standing desks, break out areas as needed.</p> <p>Sand Therapy</p> <p>Identifying emotions daily intervention</p> <p>Zones of Regulation small group interventions</p> <p>Therapy dog visits</p>	<p>Cluster counselling support</p> <p>Input from Local Authority SEND Hub (Social, Emotional and Mental Health Team)</p> <p>External agency support: Compass Buzz/ Just B Clay/ art therapy sessions</p> <p>Individual support packages including anger management, social skills and anxiety management</p> <p>CAHMS</p> <p>1:1 or small group mental health support with Senior Mental Health Lead</p>
-------------------------------------	---	---	--

Physical and Sensory	Flexible teaching arrangements	Sensory feedback cushions, bouncy chair strips, fidgets, chew toys	Specialist seating/ standing frame
	Staff aware of implication of physical impairment	Small group fine motor skills development	Support from sensory support team
	Writing slopes	Warwickshire OT fine and gross motor skills development	Support from visual/ auditory support team
	Pencil grips	Handwriting support: Write from the start/ Speed up	Individual physiotherapy plans followed in school
	Ear defenders	Use of power lines	Support from Occupational Therapy services
	Standing tables	Use of overlays/ reading rulers	Additional 1:1 support during PE/ Outdoor learning activities or during unstructured times of the day (e.g. moving around school/ on the playground)
	Adjustable height tables	Access to IT programmes/ typing skills programmes	School nursing team support
	Privacy screens	Sensory circuits	
	Whole class movement breaks	Movement breaks	
	Uncluttered, neutral learning environments	Large print books and resources	
	Planned seating in classroom		
	Clear fonts (dyslexia friendly) printed in size 14 or above		