

# RUSHWICK SEND Information Report

<p>At Rushwick Primary School it is our intention to provide the opportunities for every child to develop their abilities to the fullest possible extent, and equip them with the values, knowledge and skills necessary for them to lead a worthwhile life in society.</p> <p>This information is to provide our families with clear guidance about our school systems and should be read in conjunction with our SEND Policy.</p>	<ul style="list-style-type: none"> <li>• The information is reviewed at least annually.</li> <li>• Last review September 2021.</li> <li>• Our School SENDCo is Mrs Deborah Hulls, contact details 01905 422502</li> </ul>
<p><b>What do we define as areas of Special Educational Need?</b></p>	<p>The Department for Education has identified four broad areas which cover a range of needs. These are defined in the <a href="#">Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015</a>.</p> <p><b>Communication and interaction</b> Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.</p> <p><b>Cognition and learning</b> Where children and young people learn at a slower pace than others their age, they may:</p> <ul style="list-style-type: none"> <li>• have difficulty in understanding parts of the curriculum</li> <li>• have difficulties with organisation and memory skills</li> <li>• have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy</li> </ul> <p>The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.</p> <p><b>Social, emotional and mental health difficulties</b> Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:</p> <ul style="list-style-type: none"> <li>• have difficulty in managing their relationships with other people</li> <li>• be withdrawn</li> <li>• behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing</li> </ul> <p>This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.</p> <p><b>Sensory and/or physical needs</b> Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.</p>
<p><b>Who should I contact if I have concerns about my child?</b></p>	<p>Your first point of contact should always be your child's class teacher to share any concerns. We pride ourselves on building positive relationships with parents. We are open and honest with parents.</p> <p><b>Or you could contact one of our SEND team</b></p> <p>SEND Coordinator: Deborah Hulls SEND Assistant: Trudie Staples</p>

	<p>Headteacher: Geoff Jeffrey SEND Governor: Ben Tanner</p> <p>Contact via the School Office on 01905 422502 or email <a href="mailto:office@rushwick.worcs.sch.uk">office@rushwick.worcs.sch.uk</a></p> <p>If you are considering our school as a possible placement for your child we are always happy to meet with parents/carers so contact us to arrange a visit or discuss how the school could meet your child's needs.</p> <p>Our school complaint policy can be found here: <a href="https://www.rushwick.worcs.sch.uk/key-information/school-policies/documentation?task=download&amp;id=52">https://www.rushwick.worcs.sch.uk/key-information/school-policies/documentation?task=download&amp;id=52</a></p>
<p><b>How does School know if children need extra help?</b></p>	<p>Rushwick Primary School is committed to early identification of Special Educational and Disability Needs (SEND). Class teachers undertake regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Fails to match or better the child's previous rate of progress</li> <li>• Fails to close the attainment gap between the child and their peers</li> <li>• Highlights a widening of the attainment gap</li> </ul> <p>This assessment may include reviewing progress in areas other than attainment, for example, social development.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN, but it will highlight where additional support would be beneficial. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment of the pupil, and the views and the wishes of the pupil and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>In addition to our school assessments/identification we also use a range of other evidence:</p> <ul style="list-style-type: none"> <li>• Liaison with Nursery Provider/previous school.</li> <li>• Concerns raised by parents</li> <li>• Concerns raised by school staff</li> <li>• Liaison with external agencies</li> <li>• Health diagnosis through paediatrician/doctor</li> </ul> <p>If, after school interventions and advice from outside agencies, your child is not making sufficient progress and their needs are deemed to be significant and/or complex, it may be appropriate for an Integrated Needs Assessment to take place – this is a statutory process with clear timescales undertaken by the Local Education Authority. We would always consult with parents/carers prior to this taking place. Parents/carers can also request the local authority undertake an Integrated Needs Assessment if they are concerned about their child's special educational needs. Following an Integrated Needs Assessment your child may be given an Education Health Care Plan (EHCP) which sets out educational targets which is reviewed on an annual basis by law. Further information about Education Health Care Plan can be viewed here <a href="http://www.sendiasshw.co.uk/sendiasworcestershireandherefordshire/info/24/send-support-ehcps">http://www.sendiasshw.co.uk/sendiasworcestershireandherefordshire/info/24/send-support-ehcps</a></p>

<p><b>How will staff at Rushwick Primary School support my child?</b></p> <p><b>Who will oversee, plan, work with my child and how often?</b></p>	<p>Your child's class teacher will plan your child's provision with the SENDCo overseeing and regularly reviewing targets set and progress made.</p> <p>At Rushwick we use a Graduated Approach response– which is a four step cycle of support (see appendix 1 for the 'Waves of Intervention' document which gives greater detail about our provision for all pupils including those with SEND)</p>  <p>Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping together children at similar levels of learning, 1:1 work, adapting teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</p> <ul style="list-style-type: none"> <li>• Adapting our resources and staffing according to needs.</li> <li>• Using recommended learning aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</li> <li>• There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group.</li> </ul> <p>As part of our daily assessment for learning your child's class teacher will be reviewing your child's progress, half-termly assessments are part of school routines and your child's IPM targets are reviewed regularly.</p>
<p><b>How does the school know how well my child is doing?</b></p> <p><b>Who will explain this to me?</b></p>	<p>The class teacher will meet with you to discuss and review the Provision Plan or any other concerns termly. The SENDCo may also be part of the meetings this can be if requested by parents and/or staff.</p> <ul style="list-style-type: none"> <li>• In addition to this, there are two parents' evenings per academic year.</li> <li>• For further information the SENDCo is available to discuss support in more detail.</li> </ul>
<p><b>How will I know how my child is doing and how will you help me to support my child's learning?</b></p> <p><b>What opportunities will there be for me to discuss my child's progress?</b></p>	<p>At Rushwick School we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore we actively encourage parents to be involved in their child's learning.</p> <ul style="list-style-type: none"> <li>• We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is progressing.</li> <li>• Termly review meetings – if you child is on the SEND register it is compulsory to hold at least one meeting a term with parents/carers to discuss your child's needs. This meeting will be with their class teacher and/or SENDCo.</li> <li>• In the autumn and spring term we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term.</li> <li>• If your child is on the SEND register, they will have an Individual Provision Map which will have individual targets, so you will know what they are working towards. The Provision Map is reviewed regularly.</li> <li>• If your child has complex SEND, they may have an Education Health Care Plan (EHP), which means a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written. This meeting takes place annually in line with the local authority guidance.</li> </ul>
<p><b>How will my child be able to contribute their views?</b></p>	<ul style="list-style-type: none"> <li>• We have a school council, which is an open forum for any issues or viewpoints to be raised.</li> <li>• Our Provision Maps are pupil friendly and provide the opportunity for the pupil themselves to share their views. They are reflective about what they find tricky and can identify their next steps with support.</li> </ul>

	<ul style="list-style-type: none"> <li>• We have a pupil questionnaire, in which we seek the viewpoints of the children before review meetings.</li> <li>• We will invite pupils in to the Provision review meetings</li> <li>• Around the school we have posters reminding the children who they can go to if they want someone to talk to.</li> <li>• If your child has an ECHP, they will give their contribution before a review meeting.</li> </ul>
<p><b>How are the school's resources allocated and matched to children's SEND?</b></p> <p><b>How is the decision made about what type and how much support my child will receive?</b></p> <p><b>How do we know if it has had an impact?</b></p>	<p>We ensure that all children's Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.</p> <p>The class teacher (and SENDCo) will discuss your child's needs and what support would be appropriate and then discuss this with you.</p> <ul style="list-style-type: none"> <li>• Verbal feedback from the teacher, parent and pupil.</li> <li>• Reviewing the targets on your child's Provision Map.</li> <li>• Comparing baseline assessments to assessments carried out after the intervention programme.</li> </ul>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children.</p> <p>Children's emotional, mental and physical well-being is very important to us as a school and our implementation of the THRIVE Approach consolidates this. The THRIVE Approach helps adults prepare children and young people for life's emotional ups and downs. The THRIVE Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p>
<p><b>What is the pastoral, medical and social support available in the school?</b></p>	<p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. If further support is necessary, the class teacher liaises with the SENDCo for further advice and support. This may be working alongside outside agencies such as Health and Social Services and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time, using the THRIVE Approach materials. In addition to this:</p> <ul style="list-style-type: none"> <li>• We celebrate children's achievements from both in and out of school in assembly times.</li> <li>• There are many opportunities for our children to take part in the wider life of our school. We have sports teams, a very successful choir who take part in many events in our community.</li> <li>• We have a school council where the children discuss important issues to the school community and organise fund raising events for both local and national charities.</li> <li>• We offer a wide range of extra-curricular school activities which are run by class teachers during lunch time and afterschool. The children can take part in lots of activities like team games, art, maths, chess, and singing.</li> </ul>
<p><b>What training have the staff supporting children with SEN had or are currently having?</b></p>	<ul style="list-style-type: none"> <li>• Our SENDCo is an experienced qualified teacher, who has completed the Masters Level National SENDCo Accreditation.</li> <li>• The SENDCo attends SEND briefings and updates.</li> <li>• All staff receive SEND training and updates annually</li> <li>• Training has included THRIVE Approach training, Attachment Disorder training, Autism training – including PDA (pathological demand avoidance) training, Dyslexia awareness training.</li> <li>• Two staff members are trained THRIVE Approach Practitioners</li> </ul>

<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p>As a school we work closely with outside agencies. These include:-</p> <ul style="list-style-type: none"> <li>• Behaviour Support Team,</li> <li>• Educational Psychologists,</li> <li>• GPs,</li> <li>• school nurses,</li> <li>• Early Help Intervention Support,</li> <li>• CAMHS,</li> <li>• Speech and Language Therapists,</li> <li>• Social Services</li> <li>• Outreach support from local special schools, for example Regency High School</li> </ul>
<p><b>How will my child be included in activities outside of the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• All of our extra-curricular activities and school visits, including our before-and after-school clubs, are available to all our pupils.</li> <li>• All pupils are encouraged to go on our residential trips.</li> <li>• A risk assessment is carried out prior to all off site activities to ensure everyone is safe. We will also help to prepare your child for any changes in their day.</li> <li>• All pupils are encouraged to take part in sports day/school plays/special workshops, etc.</li> <li>• No pupil is ever excluded from taking part in these activities because of their SEN or disability.</li> </ul>
<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>• The school site is wheelchair accessible with a large disabled toilet and BMA facility.</li> <li>• There are also two disabled parking bays close to the school entrance.</li> </ul>
<p><b>How will the school prepare and support my child when joining the school and transferring to a new school?</b></p>	<p>At our school we liaise closely with our Nursery feeders to provide a smooth transition into Reception class.</p> <p>The transition programme includes visits to the Nursery setting, meetings with family and the invitation to join current Reception class for story and lunch during summer term prior to starting to school.</p> <ul style="list-style-type: none"> <li>• For children with SEND, we encourage further visits to familiarise them with the new surroundings.</li> <li>• When children are preparing to leave us for a new school; usually to go to secondary school, we arrange additional visits, and meetings with the SENDCo and parents to prepare for the transition.</li> <li>• We liaise closely with staff when receiving and transferring children to different schools, making sure that all relevant records are passed on and needs discussed and understood.</li> <li>• If your child has complex needs then an ECHP Review will be used as a transition meeting. Staff from both schools, parents and pupils would attend.</li> <li>• If your child is joining us from another setting part way through their primary education we offer visits and where appropriate attending on a part-time basis will be considered to enable a smooth transition into our school.</li> </ul>
<p><b>What support is there for behaviour, avoiding exclusion and increasing attendance?</b></p>	<p>At our school we have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils.</p> <ul style="list-style-type: none"> <li>• If a child has a behavioural difficulty, an Individual Behaviour Plan (IBP) is written with the child and parents.</li> <li>• We can get advice and support from the Behaviour Support Team, who provide support and advice to school staff and parents, as well as working 1:1 with the child.</li> <li>• We have an Early Help Intervention Support Worker who can offer parents support in managing difficult behaviour at home.</li> <li>• Attendance of every child is monitored on a daily basis by the Office Staff. Lateness and absence is recorded and is reported to the Headteacher.</li> </ul>

<p><b>How does the school manage the administration of medicines?</b></p>	<p>The school has a policy regarding the administration and managing of medicines on the school site.</p> <ul style="list-style-type: none"> <li>• Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day.</li> <li>• The First Aid named staff generally oversee the administration of any medicine.</li> <li>• Dedicated staff have regular training and updates of conditions and medication affecting individual children, so that they are able to manage medical situations.</li> <li>• All medicines are kept in a locked cupboard and parents/carers must ensure these are in date and let school know of any changes. All medication should be handed into the school office.</li> </ul>
<p><b>Where can I access other information regarding SEND?</b></p>	<p>You may find useful resources/information on the following websites: Information, support and advice for people, friends and their families with:</p> <ul style="list-style-type: none"> <li>• Autism <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a> <a href="https://www.autismwestmidlands.org.uk/">https://www.autismwestmidlands.org.uk/</a> <a href="https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/the-national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026">https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/the-national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026</a></li> <li>• ADHD (Attention Deficit Hyperactivity Disorder) <a href="https://www.ukadhd.com/index.htm">https://www.ukadhd.com/index.htm</a></li> <li>• Cerebral Palsy <a href="http://www.cerebralpalsy.org.uk/">http://www.cerebralpalsy.org.uk/</a></li> <li>• Downs Syndrome <a href="https://www.downs-syndrome.org.uk">https://www.downs-syndrome.org.uk</a></li> <li>• Dyslexia <a href="https://www.bdadyslexia.org.uk/">https://www.bdadyslexia.org.uk/</a> <a href="http://hwda.org.uk/">http://hwda.org.uk/</a></li> <li>• Dyspraxia <a href="https://dyspraxiafoundation.org.uk/">https://dyspraxiafoundation.org.uk/</a></li> <li>• Hearing Impairments <a href="https://www.ndcs.org.uk/information-and-support/">https://www.ndcs.org.uk/information-and-support/</a></li> <li>• Mental Health <a href="https://www.mind.org.uk/information-support/for-children-and-young-people/information-for-parents/">https://www.mind.org.uk/information-support/for-children-and-young-people/information-for-parents/</a> <a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a> <a href="https://www.place2be.org.uk/our-services/parents-and-carers/">https://www.place2be.org.uk/our-services/parents-and-carers/</a> <a href="https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhs-services/children-young-people-mental-health-services-cypmhs-parents-carers-information/">https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhs-services/children-young-people-mental-health-services-cypmhs-parents-carers-information/</a></li> <li>• PDA (Pathological Demand Avoidance) <a href="https://www.pdasociety.org.uk/">https://www.pdasociety.org.uk/</a></li> <li>• Speech and language difficulties <a href="https://www.afasic.org.uk/">https://www.afasic.org.uk/</a></li> <li>• Tics/Tourettes <a href="https://www.tourettes-action.org.uk/storage/downloads/1600265722_ta-factsheet-ts-in-school-v3.pdf">https://www.tourettes-action.org.uk/storage/downloads/1600265722_ta-factsheet-ts-in-school-v3.pdf</a></li> <li>• Impaired vision <a href="https://www.nib.org.uk/">https://www.nib.org.uk/</a></li> </ul>

	<p><a href="http://www.sightconcern.co.uk/">http://www.sightconcern.co.uk/</a></p> <p>Further information for parents/carers:</p> <p><a href="http://www.sendiasshw.co.uk/">http://www.sendiasshw.co.uk/</a> - SENDIASS is the SEND Information, Advice and Support Service covering Herefordshire and Worcestershire. They have a team of advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND). Supporting parents, carers, children and young people with SEND and our service is impartial and confidential.</p> <p><a href="https://specialneedsjungle.com/">https://specialneedsjungle.com/</a></p> <p><a href="http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service">http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service</a></p> <p><a href="http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service/180/special_educational_needs_information_factsheets">http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service/180/special_educational_needs_information_factsheets</a></p>
<p><b>How can the Local Authority help my child?</b></p>	<p>The following website has information regarding Worcestershire Local Offer – with further advice and guidance for how to access services for your child.</p> <p><a href="http://www.worcestershire.gov.uk/thelocaloffer">http://www.worcestershire.gov.uk/thelocaloffer</a></p>

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention

# **Waves of Intervention**

## **SEND Support**

**This document outlines the provision that we offer for all children at  
Rushwick Primary School**

**Graduated Approach (Assess, Plan, Do, Review)  
Waves of Intervention**

Area of Need	<p align="center"><b>WAVE ONE</b> (Universal Provision)</p> <p><b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b></p>	<p align="center"><b>WAVE TWO</b> (in addition to universal provision)</p> <p><b>Targeted interventions and support for <u>SOME</u> learners</b></p>	<p align="center"><b>WAVE THREE</b> (in addition to universal provision and targeted interventions)</p> <p><b>Specialist support for a <u>FEW</u> learners</b></p>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Quality first teaching and graduated approach throughout school</li> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes</li> <li>• Individual target setting for maths, reading and writing.</li> <li>• Learning objectives &amp; Success criteria clearly communicated</li> <li>• Working walls and tool kits</li> <li>• Visual timetable</li> <li>• Use of ICT: whiteboards, ipads,laptops, ie Clicker</li> <li>• In-class targeted teacher support</li> <li>• In-class Teaching assistant support within class teaching (small group or individual)</li> <li>• Group guided reading/Reciprocal reading with class teacher or teaching assistant</li> <li>• Floppy Phonics - structured Phonics programme</li> <li>• Spelling scheme – No Nonsense Spelling/Rising Stars</li> <li>• Collaborative and self-assessment</li> <li>• Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>• Improved provision of outdoor learning environment – forest school area.</li> <li>• Access to lunchtime clubs</li> <li>• Access to extra-curricular activities</li> <li>• Educational trips and residential trips Visitors</li> <li>• Whole school policies :Teaching &amp; learning /SEND policy</li> <li>• Half-termly Pupil Progress monitoring</li> <li>• Reporting to parents at Parents Evenings Autumn and Spring term</li> <li>• Written annual report in Summer Term</li> </ul>	<ul style="list-style-type: none"> <li>• In-class additional targeted teacher support</li> <li>• In-class additional Teaching Assistant support within class teaching (small group or individual)</li> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Opportunities for over learning</li> <li>• Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning</li> <li>• Consultation with Maths Leader, Co-ordinator, English Leader &amp; Pupil Premium Leader to determine intervention / level needed</li> <li>• Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention</li> <li>• Targets shared with child</li> <li>• Additional use of visual and practical resources</li> <li>• Impact of intervention measured</li> <li>• If no further improvements/progress the concerns are noted by the class teacher on a 'Cause for Concern' form &amp; further progress carefully monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Child placed on the Special Needs register</li> <li>• Parents informed of continuing needs and next steps for Special Needs support</li> <li>• Assessments, advice and recommendations from outside agencies</li> <li>• Advice &amp; support for the class teacher from the Special Educational Needs Co-ordinator (SENDCo)</li> <li>• Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</li> <li>• Impact of intervention measured</li> <li>• Review of provision with parents, class teacher, and learning support team as appropriate.</li> <li>• Additional use of special needs visual and practical resources</li> <li>• Involvement of Outside agencies</li> <li>• One to one provision by Special Needs teaching assistants for some pupils with an Education Health Care Plan or behavioural needs</li> <li>• Annual review for pupils with an Education Health Care Plan</li> <li>• Views of families and child/young person reflected in IPM</li> </ul>

## Graduated Approach (Assess, Plan, Do, Review)

### Waves of Intervention

Area of Need	<b>WAVE ONE</b> (Universal Provision)  <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	<b>WAVE TWO</b> (in addition to universal provision)  <b>Targeted interventions and support for <u>SOME</u> learners</b>	<b>WAVE THREE</b> (in addition to universal provision and targeted interventions)  <b>Specialist support for a <u>FEW</u> learners</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists/word mats</li> <li>• Structured school &amp; class routines, visual timetables</li> <li>• Use of visuals/ICT to make learning more visual</li> <li>• Talking partners</li> <li>• Pot of Fairness to allow everyone opportunities to speak</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Now and Next boards</li> <li>• Visual cues</li> <li>• Language skills interventions for pupils</li> <li>• Social speaking intervention groups</li> <li>• Individual working station</li> <li>• SALT targets reinforced as part of daily classroom activities (pre-teach vocabulary, specific social skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention groups by trained Language and Communication teaching assistant Mrs Staples/Mrs Urmston</li> <li>• 'Talkabout' programmes</li> <li>• 'Language for Thinking' programmes</li> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT)/CCN team</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>• Whole school Golden Rules - rewards &amp; consequences: merits, house points, class reward systems, playtime reward box (Lucky dip), Golden Time.</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Time out to reflect on incidents</li> <li>• Thrive Room and 'Calming Down' area in classrooms are provided for children that require them (calming down tool kit)</li> <li>• Circle Time</li> <li>• KS2 Playground Play Leaders supporting KS1 at lunchtime</li> <li>• Policies: Behaviour, Anti Bullying, Child Protection, e-Safety, Mental Health &amp; Wellbeing</li> <li>• Whole School Thrive training for staff (staff 'checking in' with children on a regular basis)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Monitoring by Class Teacher</li> <li>• Prompt and reminder cards</li> <li>• Home/school diary</li> <li>• Time out</li> <li>• Individual working station</li> <li>• Social skills programme</li> <li>• Thrive programme</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Visual cues for feelings/emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional development interventions led by 1 to 1 TAs (Thrive Approach)</li> <li>• Behaviour Support Service – advice, recommendations, work with parents/carers, devise PSP</li> <li>• Educational Psychologist-assessment, advice &amp; recommendations</li> <li>• Reach for Wellbeing Support team</li> <li>• Child and Mental Health Service ( CAMHS) – assessment, advice &amp; recommendations</li> <li>• School nurse</li> <li>• Early Intervention Family Support</li> <li>• CCN Team</li> </ul>

## Graduated Approach (Assess, Plan, Do, Review)

### Waves of Intervention

Area of Need	<b>WAVE ONE</b> (Universal Provision)  <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	<b>WAVE TWO</b> (in addition to universal provision)  <b>Targeted interventions and support for <u>SOME</u> learners</b>	<b>WAVE THREE</b> (in addition to universal provision and targeted interventions)  <b>Specialist support for a <u>FEW</u> learners</b>
<b>Sensory/ Physical /Medical</b>	<ul style="list-style-type: none"> <li>• Staff plan for positioning in classroom for children with hearing/visual impairments.</li> <li>• Staff are aware of needs/impairment/disability/medication or emergency treatment or procedures – <i>Medical Plan</i></li> <li>• Whole staff training for emergency treatment e.g, EpiPen use</li> <li>• Appropriately trained staff e.g., Paediatric first aider, First aider At work</li> <li>• Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Accident book used to record any injuries – first aider to complete.</li> <li>• Bathroom management facilities</li> <li>• Accessible grounds and building e.g., slopes</li> <li>• Risk assessments completed as appropriate e.g., off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Sensory Support Services</li> <li>• Advice/recommendations from school nursing team/medical team/sensory support teams</li> <li>• Health Care Plan/Risk Assessment in place</li> <li>• Training for named staff for administration of medication when necessary.</li> <li>• Staff follow recommendations from medical team</li> <li>• Specialist pencils, pencil grips, laptops, wobble cushions, writing slopes</li> <li>• Boccia/Kurling activities/competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc</li> <li>• Physiotherapists</li> <li>• Regency Outreach Team</li> </ul>
<b>Transition to and from school</b>	<ul style="list-style-type: none"> <li>• Prospective parents able to visit school by appointment</li> <li>• Reception staff to visit all nursery and playgroup settings to meet children</li> <li>• Reception children to make several visits in to school during the summer term</li> <li>• Information evening in June for new parents</li> <li>• Transition visits at the end of summer term for all pupils moving up a year</li> <li>• Visits from staff from feeder secondary schools</li> <li>• Visits to local secondary schools to participate in activities and intake days</li> <li>• Head of Year/Form Teacher to attend meetings with class teacher</li> <li>• Exchange of data</li> <li>• Open evenings at High School for Year 6 children</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits to school on request</li> <li>• Additional visits to secondary school accompanied by Vulnerable Learners Teaching Assistant</li> <li>• Additional visits to Nursery settings</li> <li>• Liaison with Pre-School SALT team</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> <li>• More in-depth conversation with Head of Year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Transition booklet/Pupil Passport created</li> <li>• Additional visits to secondary school</li> <li>• Specific transitional activities can be arranged when required</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> </ul>