

Graduated Approach (Assess, Plan, Do, Review) - Ordinarily Available Provision for pupils with SEND

This document outlines the provision that we offer for all children at Pebworth First School

Area of Need	Wave 1 Inclusive strategies for ALL learners embedded in QFT – Universal Provision	Wave 2 (in addition to universal provision) Targeted intervention and support	Wave 3 (in addition to universal provision and targeted intervention)
	<p>Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for all. This is supported by whole-school policies - it is part of the planning and beliefs of the school as a whole.</p>	<p>Wave 2 could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.</p>	<p>Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.</p>
	<ul style="list-style-type: none"> • If a child is working at wave 2 or 3 they will be placed on the Special Needs Register • Parents are informed of continuing needs and next steps for Special Needs support Assessments, advice and recommendations from outside agencies as appropriate with parental support • Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) • Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) • Specific Learning difficulties interventions (one to one & small group support) for reading, reading comprehension, spelling and maths • Impact of intervention measured • Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly • Additional use of visual and practical resources • Use of adapted and/or specialist equipment • One to one provision by Special Needs teaching assistants for some pupils with High Needs; EHCP or challenging behaviours where E2/ E3 funding is given by the LA • Annual review for pupils with an Education Health and Care Plan • Views of families and child/young person reflected in IPM 		

Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists • Structured school & class routines • Use of visual prompts/ICT to make learning more visual • Talking Partners • Collaborative group work 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Language skills interventions for pupils 	<ul style="list-style-type: none"> • Involvement of outside agencies for advice and recommendations: Speech & Language therapy (SALT), Complex Communication Needs Team (CCN) • 'Talk about' programmes • 'Language for Thinking' programmes
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Bug Club structured phonics programme and Keep Up Resources • Differentiated curriculum planning, activities, approaches & outcomes • Individual target setting for maths, reading and writing with pupil conferencing and Pupil Progress meetings • Learning objectives & Success criteria clearly communicated • Working walls and practical tool kits • Use of ICT: whiteboards, iPads, laptops, netbooks • In-class targeted teacher support • In-class Teaching Assistant support within class teaching (small group or individual) 	<ul style="list-style-type: none"> • In-class additional targeted teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Pre-teaching of vocabulary and concepts Opportunities for over learning e.g. Precision Teaching • Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning • Maths booster groups • Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention Targets routinely shared and discussed with child • Additional use of visual and practical resources 	<ul style="list-style-type: none"> • Involvement of outside agencies for advice and recommendations: Learning Support Team

	<p>Group guided reading with class teacher or teaching assistant</p> <ul style="list-style-type: none"> • Collaborative and self-Assessment • Educational trips and residential trips • WOW events e.g., visiting theatre • Whole school policies: <ul style="list-style-type: none"> ➤ Teaching & learning Policy ➤ SEND Policy ➤ Behaviour Policy ➤ Attendance Policy ➤ Half-termly Pupil Progress monitoring Reporting to parents at Parents' Evenings 	<ul style="list-style-type: none"> • Impact of intervention measured • If no further progress the concerns are noted by the class teacher on a 'Cause for Concern' form and further progress carefully monitored 	
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices • Consistent application of school values • Whole school rules, rewards & consequences: 'warning' system, house points, class reward systems, - Do Jo rewards • Clear consistent whole school expectations and aspirations • Time out to reflect on incidents • Playtime intervention by 1:1 support staff • Calming areas are provided for children that require them • Reflection area in classes 	<p>Individual reward charts Monitoring by Class Teacher Prompt and reminder cards Home/school diary Time out areas Individual working station Social skills programme Access 'Early Help' support or 'Reach for Wellbeing' Mental Health First Aider involvement</p>	<ul style="list-style-type: none"> • Involvement of outside agencies for advice and recommendations: • Educational Psychologist - Assessment, advice & recommendations • Child and Mental Health Service (CAMHS) (CAMHS CAST) – Assessment, advice & recommendations • School nurse • Parenting Courses

	<ul style="list-style-type: none"> • Whole School Policies: • Behaviour • Anti-Bullying • Child Protection • eSafety 		
Sensory Physical Medical	<ul style="list-style-type: none"> • Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures • Whole staff training for emergency treatment e.g., EpiPen use Appropriately trained staff e.g., Paediatric First Aider, First aider At work Administration of medicines procedures e.g., Consent forms filled in by parents Bathroom management facilities Accessible grounds and building • (See "Accessibility Plan") • Risk Assessments completed as appropriate e.g. off-site visits 	<ul style="list-style-type: none"> • Involvement of Sensory Support Service • Advice/recommendations from school nursing team/medical team/sensory support team • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication. For example – insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, , writing slopes, wobble cushion etc. 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc. • Use of personalised, specialist equipment • Adaptations to classroom/school environment as required
Transition to and from school	<ul style="list-style-type: none"> • Open afternoon for prospective parents • Reception staff to visit all nursery and playgroup settings to meet children • Reception intake to make several visits in to school during the summer term • Information evening in July for new parents 	<ul style="list-style-type: none"> • Additional visits to school on request Additional visits to middle school as deemed appropriate accompanied by Teacher/Teaching Assistant/Parent • Support to parents in liaising with middle school to discuss concerns and provision 	<ul style="list-style-type: none"> • Tailored and personalised transition plans created for all pupils with SEND and other vulnerable learners Personalised Transition Book created with child • Additional accompanied visits to middle school as deemed appropriate

	<ul style="list-style-type: none"> • Nursery visits in September by Reception class teacher • Visits from staff from feeder middle school Year 5 visits to local middle schools to participate in activities and intake days • Exchange of data/safeguarding • Open evenings at middle School for Year 5 children 	<ul style="list-style-type: none"> • More in-depth conversation with middle school staff 	<ul style="list-style-type: none"> • Specific transition activities arranged as appropriate • Support to parents in liaising with middle school to discuss concerns and provision
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