



Arlecdon Primary School - Graduated Approach to SEND

We work to support all our children and will follow the outline below

WAVE 1:

The first Wave of support will be in the adaptation of the quality first teaching that a child receives from the classteacher. This will be adapted, as far as possible within the day-to-day classroom environment, according to the child's needs and the way they may access the curriculum best.

WAVE 2:

The second Wave would be to introduce a more intensive level of support for the short-term if the in-class adaptations aren't successful, with the aim of addressing the area of difficulty in order to help the child make progress. For example, this could be a 12 week intervention to target spelling difficulties.

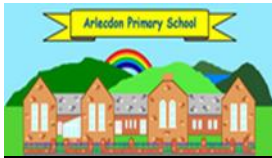
Wave 3:

If a child is still experiencing difficulty and Wave 1 and Wave 2 adaptations are not working, then a child would move on to Wave 3. At this point a child may go on the SEND register through discussion with parents. An Individual Education Plan (IEP) would be set up and targets agreed between the child, parents, class-teacher and SENCO. These plans would show the outcomes that are desired for the child and the actions to be undertaken to help support the child in meeting these targets. These plans are constantly reviewed on a weekly basis by class teachers and formally reviewed by the SENDCo, class teacher and the child themselves on termly basis. The reviewed IEP and new targets are then shared with parents also. As a school we hold an open-door policy, so anyone is welcome to request an appointment at any time to address any concerns they may have. At Wave 3 there may also be specialist support involvement if appropriate. This support would be agreed with the parents and could be from CAMHS, an Educational Psychologist, Speech and Language, Outreach services, Occupational Therapy or another service that may be requested. Specialist involvement may also be referred through GP where appropriate.

Wave 4

If a child presents with complex needs which cannot be met by a significant level of provision already put in place then at this point, if appropriate and agreed by school and parents, an Education, Health and Care Plan (EHCP) may be requested from the Local Authority.

Cognition and Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Multi-sensory teaching and learning • Differentiated curriculum • Personalised seating plans • Targeted and effective questioning 	<ul style="list-style-type: none"> • Catch up phonics programme • 1-1 English • 1-1 Maths • Gap Analysis catch up programme • Assessment access arrangements including use of a 	<ul style="list-style-type: none"> • Individual Education Plans IEPs • Support from external support, such as: Educational Psychology Services, Speech and Language Therapy, Specialist Teacher support.



<ul style="list-style-type: none"> • Targeted teacher/teaching assistant support • Tasks broken into subtasks/Chunking • Use of timers • Visual aids to support learning • Visual aids to support verbal instructions • Visual checklist • Table top working resources to support learning • Key word lists • Handwriting prompt card • Carefully considered seating plan for input and activity • Dyslexia friendly fonts • Additional modelling –access to WAGOLL • Coloured overlays • Writing frames • Mixed ability pairings • Accurately paced lessons • Visual cues for subject specific vocabulary. • Choice of motivational material • Pre-teach vocabulary, make semantic links between words 	<p>reader, scribe and enlarged paper</p> <ul style="list-style-type: none"> • Use of ICT to support learning 	<ul style="list-style-type: none"> • Further increase in Maths and English support
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	Social, Emotional Mental Health	
Wave 1	Wave 2	Wave 3



- Visual timetable
- Now/Next timetable
- Language rich environment –adults to model language
- Pre-teach for subject specific vocabulary
- Range of ways to present information – mind maps, tables, pictorial
- Encourage eye contact
- Say child's name prior to instructions/child to repeat back
- Reduce spoken language
- Additional time for processing and response
- Sentence stems for specific areas to provide talking prompts
- Multi-sensory teaching and learning
- Adapted curriculum
- Targeted and effective questioning
- Targeted teacher/teaching assistant support
- Tasks broken into subtasks/Chunking
- Use of timers
- Visual aids to support learning
- Visual aids to support verbal instructions
- Visual checklist
- Table top working resources to support learning
- Key word lists.
- Handwriting prompt card.

- Time To Talk /ELSA Emotional Literacy Support Programme
- Achievement Book/Proud Moments Book
- Personal reward system
- Fiddle toys
- Social Stories
- Worry box
- Targeted work on SEMH support
- Comic Strip conversations

- Individual Education Plan (IEP)
- 1-1 sessions
- Adapted routines
- Support from external support, such as:
Educational Psychology Services, CAMHS, Children Family Action Community Paediatrician
- Home/school communication book
- Structured play/lunch time support
- Sensory diet
- Additional Transition Work
- SEMH APPs on ipad
- Consideration and risk assessment for whole school events



<ul style="list-style-type: none"> • Carefully considered seating plan for input and activity. • Dyslexia friendly fonts. • Additional modelling –access to WAGOLL. • Coloured overlays. • Writing frames. • Mixed ability pairings. • Accurately paced lessons. • Visual cues for subject specific vocabulary. • Choice of motivational material. • Pre-teach vocabulary, make semantic links between words. 		
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Physical/Sensory		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Pencil grips • Wobble cushion • Fidget toys • Sensory breaks built into daily timetable • Visual distractions to a minimum • Carefully considered seating plan for input and activities • Good lighting in all parts of the classroom/ensure glare is reduced to a minimum • Personal Accessibility plan as appropriate in case of emergency • Access for all children to all areas of the classroom 	<ul style="list-style-type: none"> • Weighted blanket • Work station • Use of ear defenders 	<ul style="list-style-type: none"> • Individual Education Plan (IEP) • Sensory diet • Alternative dining arrangements • Reasonable adjustments to uniform as appropriate – touch based sensory needs. • Consideration and risk assessment for whole school events (sensory) • Personal risk assessment for external visits. • Support from external support, such as: Physiotherapy, Occupational



- Consider access arrangements for all formal assessments
- Enlarged texts/learning materials
- Visual prompts
- Games/activities to develop fine motor skills
- Handwriting programme



- Therapy, Specialist Teacher support (VI, auditory...), Community Paediatrician
- Targeted support plan for development of Gross motor skills.
 - Proprioceptive movements built into sensory diet
 - Consider emotional impact (absences due to appointments) – catch up programme to review missed learning