

Area of need	WAVE 1: Effective Quality First Teaching (QFT) and Learning Strategies for ALL learners Adaptation/Intervention	WAVE 2: SEN Support- targeted in addition to WAVE 1 Adaption/Intervention	WAVE 3: SEN Support- specialist in addition to WAVE 1&2 Adaption/Intervention
<p>Communication and interaction: 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Speech, language and communication needs (SLCN) is the term used to describe difficulties with: producing speech sounds accurately, stammering, voice problems, such as hoarseness and loss of voice understanding language (making sense of what people say) using language (words and sentences) interacting with others, for example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Phonics scheme linked to reading scheme • Visual support-check lists, Literacy/Vocabulary/maths concepts mats across the curriculum • Small whiteboards, print outs, template resources • Knowledge organisers for each subject and topic • Class visual timetable • Structured routines across the school and in classrooms • Personalized curriculum (based on specific interests) • time-out breaks/extra processing time • Staff modelling and reinforcing effective teaching and learning behaviours • Social stories • Alternative playtime/lunch time arrangements e.g. playground games established-use of scooters, acorn club (pastoral support) • After-school clubs- social skills, life skills, • Staff training on area of need-adaptations/resources <p>MONITORING</p>	<ul style="list-style-type: none"> • In class support with focus on speech and language • Private Speech and language therapist to advise and assess • ICT- use of widget for visual representation/support for learning and increasing vocabulary • Small group working to support and develop communication and interaction with peers • Multi-sensory activities to support speech and language development- circle time, buddies, partner talk, speaking and listening opportunities • Checking out pupils understanding of text by encouraging pupil to retell story/text in their own words. • Consider pupils seating arrangement- away from distractions, close to the front of the class, easy access to whiteboard, not overstimulated by displays • Social skills groups- turn taking, encouraging communication and interaction • Personal visual timetable • Now and next board/resources • Extra time to process and complete learning tasks • Meet with parents to share support in place • Complete 2 cycles of the graduated approach • No progress on 2 cycles of the graduated approach complete internal referral form to SENCo for further support. • If SEN support is needed add to SEN register and complete a pupil passport • SENCo to apply for TUF to meet need if necessary <p>SEN SUPPORT- SEN REGISTER</p>	<ul style="list-style-type: none"> • Individualised learning tasks to enhance vocabulary enhancement, social skills, emotional literacy, Literacy and numeracy skills and life skills • Multi-sensory activities to support speech and language/ASC associated difficulties • Direct teaching to develop verbal and non-verbal communications- communication boards/visuals/body language/sign • Use of visual cues to support meaning • Social stories • Personalised visual timetable • Now and next boards • Access to private SALT • Use of ICT to support and adapt learning • Support of outside agencies- SALT, ASC specialist teachers • Refer to NHS SALT, Educational psychologist, CAMHS. CDC • EHCP application if needed to continue to meet need- parents’ permission <p>SEN REGISTER- EHCP</p>

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<p>Cognition and learning Cognition and learning difficulties can affect children’s ability to learn and do well at school. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia. Children who have needs in more than one of these areas are considered to have ‘complex needs’. A child may also be described as having ‘mild’ or ‘severe’ learning difficulties depending on the degree of need and the impact this has on their lives. Support for learning difficulties may be needed when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Pupils with moderate learning difficulties (MLD) may need extra support in some areas of the curriculum. Those with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Pupils with profound and multiple learning difficulties (PMLD), are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Adapted curriculum planning • In-class LSA support • In-class targeted teacher support • Increased visual aids / modelling etc • Visual timetables • Use of writing frames/templates • Access to ICT to support learning and presentation • Literacy/Vocabulary/maths concepts mats across the curriculum • Knowledge organisers for each subject and topic • Extra-curricular clubs offered • Daily reader • IDL • Writing slopes • Wobble cushions • Pencil grips • Alternative equipment eg- triangular pencils, tripod pens • Coloured paper/overlays • Background colour of IWB/size and font style considered • Enlarged and adapted resources to meet need • Audio books • Use of ICT resources • Adaptive chairs/tables • Transition Processes • Staff training on area of need- adaptations/resources <p>MONITORING</p>	<ul style="list-style-type: none"> • Multi-sensory tasks consistently adapted to take account of literacy or recording difficulties by Class Teacher, LSA’s, Small Group Work, SLSA’s. • Focussed interventions for groups identified. • After school tuition for Literacy and numeracy • Reading development- daily reader, comprehension groups • In class group support from LSA/SLSA • ICT support for keyboard skills (touch type practice) and adapted technological resources –laptop, iPad, C-pens. • Extra time to process and complete learning tasks • Meet with parents to share support in place • Complete 2 cycles of the graduated approach • No progress on 2 cycles of the graduated approach complete internal referral form to SENCo for further support. • If SEN support is needed add to SEN register and complete a pupil passport • SENCo to apply for TUF to meet need if necessary <p>SEN SUPPORT- SEN REGISTER</p>	<ul style="list-style-type: none"> • Small group or 1:1 literacy/ numeracy support • Intervention groups • Personalised activities in curriculum areas to meet needs of the child- eg special interests • Individualized curriculum • External Agency Support – Educational Psychologist, Specialist Teaching Services, CAMHS, SALT, OT, • EHCP application if needed to continue to meet need- parents’ permission <p>SEN REGISTER- EHCP</p>

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<p>Social, emotional and mental health difficulties Children and young people experiencing social, emotional and mental health difficulties may be: withdrawn or isolated, hyperactive and lack concentration, immature in relation to social skills, displaying behaviour that challenges which could be arising from other complex special needs.</p> <p>This could mean mental health difficulties such as anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>They may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder and may be frustrated and struggle with school routines and relationships.</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Whole school and class reward systems to promote positive learning behaviours • Reward points/certificates to encourage positive learning behaviours • Whole school policy for behaviour management with graduated response linked to waves of provision • Whole school and class rules • Break-times supervised to support and manage free/unstructured times • Class timetable • Worship/assembly time-managed/supported and adapted to meet need • Behaviour management techniques and strategies • Adaptions to class routines • Transition process • Staff training on area of need-adaptations/resources <p>MONITORING</p>	<ul style="list-style-type: none"> • Temporary change of location for learning • Temporary use of time-out • Teaching and supporting with anger management and calming techniques • Use of emotional literacy and zones of regulation boards • Appropriate curriculum to support needs to reduce dysregulation and increase participation • Use of whole school and classroom strategies- advice to teachers • Extra focus on personal and social education; strategies to manage skills of friendships, feelings, self-awareness, self-management, relationships, conflict and resolutions • Social skill group • Monitored during unstructured play (break and lunch times) • Extra time to process and complete learning tasks • Meet with parents to share support in place • Complete 2 cycles of the graduated approach • No progress on 2 cycles of the graduated approach complete internal referral form to SENCo for further support. • If SEN support is needed add to SEN register and complete a pupil passport • SENCo to apply for TUF to meet need if necessary <p>SEN SUPPORT- SEN REGISTER</p>	<ul style="list-style-type: none"> • 1:1 support for social skills • Individual reward system • Social skills group, anger management and resilience support 1:1 • Individual counselling sessions • Personalized timetables • Parents meetings for support • Support from outside agencies- Educational psychologist, referral to SEMH inclusion team, CAMHS • EHCP application if needed to continue to meet need- parents' permission <p>SEN REGISTER- EHCP</p>

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<p>Sensory and/or physical needs Children with sensory or physical needs may have a disability, such as; physical disability, vision impairment, hearing impairment, multi-sensory impairment (both hearing and vision difficulties), Dyspraxia. They may need specialist equipment to access learning and other opportunities available to their peers.</p> <p>They may also need support to help with daily tasks such as eating or travelling. This is sometimes referred to as habilitation support.</p>	<ul style="list-style-type: none"> • Inclusive Quality First Teaching • Staff awareness of implication of physical impairment • Writing slopes • Wobble cushions • Pencil grips • Alternative equipment eg- triangular pencils, tripod pens • Coloured paper/overlays • Background colour of IWB/size and font style considered • Enlarged and adapted resources to meet need • Audio books • Use of ICT resources • Classroom environment considered to ensure safety and access to learning and resources • Adaptive chairs/tables/wheel chair access and usage around the school • Liaise with parents • Staff training on area of need- adaptations/resources <p>MONITORING</p>	<ul style="list-style-type: none"> • Staff awareness of implication of physical/medical impairment and treatment needed • Additional fine/gross motor skills groups • Handwriting intervention groups • Touch-type exercises to improve access to ICT equipment usage • Extra time to process and complete tasks • LSA/SLSA support in class and to aid access and maintain safety • Parents involvement • Meet with parents to share support in place • Complete 2 cycles of the graduated approach • No progress on 2 cycles of the graduated approach complete internal referral form to SENCo for further support. • If SEN support is needed add to SEN register and complete a pupil passport • to apply for TUF to meet need if necessary <p>SEN SUPPORT- SEN REGISTER</p>	<ul style="list-style-type: none"> • Staff awareness of physical difficulties and medical conditions • 1:1 or 2:1 support from LSA/SLSA • Individualised curriculum to meet need • Adapting equipment, resources and learning tasks • External Agency Support – Medical professionals (consultants) Advice and support from specialist teachers for VI, HI Advice from OT and PT Advise and support from parents • EHCP application if needed to continue to meet need- parents' permission <p>SEN REGISTER- EHCP</p>