

Brindle Gregson Lane Primary School – Graduated Approach to SEND



WAVE 1:

The first Wave of support will be in the adaptation of the quality first teaching that a child receives from the class-teacher. This will be differentiated, 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 such as IDL 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. A School Support Plan (SSP) 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 SSP and new targets are then shared with parents also. BGL also hold an open-door policy, so anyone is welcome to request an appointment at any time to address any concerns they may have. This will be carried out as a ZOOM meeting. 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 • Targeted teacher/teaching assistant support • Tasks broken into sub-tasks/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 	<ul style="list-style-type: none"> • Catch up phonics programme • IDL English • IDL Maths • See and Learn Phonics Programme • Words First • Precision Teaching approach • Gap Analysis catch up programme • Tap-Tap reading programme • <i>Plus 1 Maths Programme</i> • <i>Power of 2 Maths Programme</i> • <i>Nessy Writing Beach Programme</i> • <i>Assessment access arrangements including use of a reader, scribe and enlarged paper</i> • Use of ICT to support learning • No Nonsense Spelling Programme • Bounce Back Phonics 	<ul style="list-style-type: none"> • PIVATS 5 – Number • PIVATS 5 – Shape, Space and Measure • PIVATS 5 – Using and Applying. • PIVATS 5 – Reading • PIVATS 5 – Writing • School Support Plans (SSP) • Support from external support, such as: Educational Psychology Services, Speech and Language Therapy, Specialist Teacher support. • Further increase in Maths and English support.

Communication and Interaction		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • 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 • Differentiated curriculum • Targeted and effective questioning • Targeted teacher/teaching assistant support • Tasks broken into sub-tasks/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. <p>Pre-teach vocabulary, make semantic links between words.</p>	<ul style="list-style-type: none"> • Time To Talk programme • Colourful semantics • Circle of Friends • Working Memory Games • <i>Lego Therapy</i> • <i>In house Speech and Language Support</i> • Social Stories for understanding specific social situations. • <i>Black Sheep Intervention Support</i> • Use of ICT to support learning 	<ul style="list-style-type: none"> • School Support Plan (SSP) • PIVATS 5 – Speaking • PIVATS 5 – Listening • Support from external support, such as: Educational Psychology Services, Speech and Language Therapy, Specialist Teacher support.

Social, Emotional Mental Health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> • Consistent whole school and class reward systems. • Pre-teach. Clear understanding of routine and what to expect when there is a change in routine • Clear boundaries and expectations of behaviour • Reduce spoken language • Carefully considered seating plan • Tasks broken into sub-tasks/Chunking • Use of timers • Visual aids to support learning • Visual aids to support verbal instructions • Visual checklist • Table top working resources to support learning • Visual timetable • Now/Next timetable • Targeted PSHE lessons • Behaviour logs analysis • Personal Development Journal • 	<ul style="list-style-type: none"> • Time To Talk • Circle of Friends • Emotional Literacy Support Programme • Play-therapy Support • Achievement Book/Proud Moments Book • Personal reward system • Fiddle toys • Social Stories • Worry box • Targeted work on SEMH support • Comic Strip conversations 	<ul style="list-style-type: none"> • School Support Plan (SSP) • Play-therapy support • PIVATS 5 – PSED • Support from external support, such as: Educational Psychology Services, CAMHS, Golden Hill Inclusion Support Team, Children and Families Well-being Service, Early Intervention Team, Community Paediatrician • Support from School Nurse • Home/school communication book • Structured play/lunch time support • Sensory diet • Additional Transition Work • SEMH APPs on ipad • Peace Place • Consideration and risk assessment for whole school events (sensory)

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 • Consider access arrangements for all formal assessments • Enlarged texts/learning materials • Visual prompts • Games/activities to develop fine motor skills • Pen pals Handwriting programme • 	<ul style="list-style-type: none"> • Weighted blanket • Work station • Use of ear defenders • Writing slope • <i>Clever Fingers Programme</i> • <i>Write From the Start Programme</i> 	<ul style="list-style-type: none"> • School Support Plan (SSP) • 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 Therapy, Specialist Teacher support (VI, auditory...), Community Paediatrician • Support from School Nurse • 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

Wave 4: *Complex Needs met through outcomes identified in Education and Health Care Plan (EHCP)*