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**SEND Policy and Information Report**

**December 2024**

Approved by the School Improvement Committee: December 2024

Next review is due by: September 2025

1. **Introduction**
   1. Lady Jane Grey is a mainstream primary school in Leicestershire. As a mainstream school we have a commitment to inclusive practice, so that all children can be happy, flourish and feel safe. We make sure that all pupils’ individual needs are met. We support all pupils, including those with SEND, to aim high and achieve their full potential. We endeavour to promote self-esteem, independence, resilience and self-motivation. We aim to assist pupils in becoming independent, confident people and life-long learners who can make a positive contribution to our community.
   2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.
2. **Legislation and guidance**
   1. This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
3. Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND and disabilities.
4. The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
5. This policy also complies with our funding agreement and articles of association.
6. **Inclusion and equal opportunities**
   1. At Lady Jane Grey Primary School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. This aim is reflected within the school’s equality objectives.
   2. We will achieve this by making reasonable adjustments to teaching and the curriculum to make sure that pupils with SEND are included in all aspects of school life.
7. **Definition of SEND**
   1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
   2. They have a learning difficulty or disability if they have:

a) A significantly greater difficulty in learning than the majority of the others of the same age, or

b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.3. The four areas of need:

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| Area of Need |  |
| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:  • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia  • Moderate learning difficulties  • Severe learning difficulties  • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:  • Mental health difficulties such as anxiety, depression or an eating disorder  • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder  • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:  • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment  • A physical impairment  These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers |

1. **Roles & responsibilities** 
   1. **The SENDCo**
   2. The SENDCo is Rachel Burrows
   3. They will:
2. Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
3. Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
4. Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
5. Advise on the graduated approach to providing SEND support.
6. Advise on the deployment of the academy’s delegated budget and other resources to meet pupils’ needs effectively.
7. Be the point of contact for external agencies, especially the local authority and its support services.
8. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
9. Ensure the Academy keeps the records of all pupils with SEND up to date.
   1. **The Local Governing Body – School Improvement Committee**
   2. The committee will ensure the duties set out in this policy are carried out effectively by the school.
   3. **The SEND link governor**
   4. The SEND governor will:
10. Help to raise awareness of SEND issues at governing board/trustee meetings.
11. Monitor the quality and effectiveness of SEND and disability provision within the school and update the relevant board.
12. Work with the principal and SENDCo to determine the strategic development of the SEND policy and provision in the school.
    1. **The Headteacher**
    2. The Headteacher will:
13. Work with the SENDCo and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the school.
14. Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
15. Have an overview of the needs of the current cohort of pupils on the SEN register.
16. With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s CPD plan.
    1. All staff
    2. Staff are responsible for:
17. The progress and development of every pupil in their class.
18. Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
19. Working with the SENDCo to review each pupil’s progress and development and decide on any changes to provision and support.
20. Ensuring they follow this SEND policy.
21. **SEND Information Report**

5.1. Please see appendix 1.

1. **Complaints**
   1. All complaints that the school receives will be taken seriously. All matters will be dealt with in line with the Whistleblowing Policy. A copy of which is available on request.
2. **Contact details of support services for parents and pupils with SEND**

8.2. Please click here for information about Leicestershire’s local offer.

1. **Monitoring arrangements**
   1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.
2. **Linked policies**
   1. Safeguarding and Child Protection Policy.
   2. Behaviour Policy
   3. Complaints Policy
   4. Whistleblowing Policy
3. **Medical Conditions**
   1. In line with the current Department for Education documentation ‘Supporting pupils at School with Medical Conditions’ 2014, Governors and staff of Lady Jane Grey Primary School wish to ensure that pupils with medical needs receive appropriate care and support at school.
   2. The Headteacher will accept responsibility for members of the school staff giving or supervising pupils taking prescribed medication during the School day. Where possible, pupils should be encouraged to self-administer under supervision. It must be stressed that where prescription drugs are administered (please refer to the Medication in Schools Policy) it shall be by those members of staff who have volunteered unless medically trained staff are employed on site. It should not automatically be assumed that a qualified First Aider will fulfil this role.
   3. If a child has a long-term medical condition, an ‘Individual Health Care Plan’ (IHCP) will be drawn up for the pupil alongside the parents and the pupil themselves.
   4. A copy of our ‘Supporting Children with Medical Conditions’ policy is available on request.
4. **Appendices**
   1. Appendix 1: SEND Information Report

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| What kind of special educational needs are catered for in your school? | At Lady Jane Grey Primary School, we take pride in being an inclusive mainstream school that caters to a wide range of SEN across the four areas of need as defined in the SEND Code of Practice (2015). These four areas are: communication and interaction needs, cognition and learning needs, social emotional and mental health needs and sensory and physical needs. We embrace a holistic approach to education, developing an environment where all children, regardless of their specific needs, can thrive academically, socially and emotionally. We work collaboratively with children, parents and external specialists to create individualised support plans that address each child’s unique requirements. |
| Which policies identify children and young people with SEND? | We identify children with SEND through our adherence to the definition of SEN provided in the SEN Code of Practice.  A pupil has SEND where their learning difficulty or disability which calls for special educational provision to be made for them. Provision must be different from or additional to that normally available to pupils of the same age. A pupil has a learning difficulty or disability if he or she:  • Has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.  For some children, SEND can be identified at an early age. However, for other children and young people, difficulties become evident only as they develop. When it becomes evident that first-quality teaching alone is insufficient to meet a child’s requirements, and class interventions are unsuccessful, we make the decision to place them on the SEN Register.  It’s important to note that this register is consistently updated to ensure that each child’s needs are accurately reflected and addressed. |
| How are their needs assessed? | At Lady Jane Grey Primary School, assessing a child’s needs, especially those with SEND, typically involves a multi-stage process, called the graduated response, to identify and address their specific requirements.  Children are regularly assessed in the classroom and academic attainment is tracked using teacher assessment. Any needs are reviewed by the class teacher with the SENCo. |
| Who is the school’s SENDCo? | Rachel Burrows.  Contact information: [0116 232 0031](https://www.google.com/search?q=lady+jane+grey+primary+school&rlz=1C1GCEA_enGB1126GB1127&oq=lady+jane+grey+primary+school&gs_lcrp=EgZjaHJvbWUqCggAEAAY4wIYgAQyCggAEAAY4wIYgAQyEAgBEC4YrwEYxwEYgAQYjgUyBwgCEAAYgAQyBwgDEAAYgAQyBwgEEAAYgAQyBwgFEAAYgAQyBwgGEAAYgAQyBwgHEAAYgAQyCAgIEAAYFhgeMggICRAAGBYYHtIBCzExNzA0NTRqMGo5qAIAsAIA&sourceid=chrome&ie=UTF-8&safe=active)  [office@ljg.academy](mailto:office@ljg.academy) |
| What expertise and training do your staff have?  How do you secure additional specialist expertise? | Lady Jane Grey has SEND support from ELSA/Mental Health Lead. ELSA/Mental Health Lead has also had bereavement training and can provide support when necessary. Both ELSA/Mental Health Lead and SENDCo liaise weekly to ensure that children’s mental health issues are dealt with quickly and appropriately. Teachers are able to refer children to ELSA/Mental Health Lead directly through the internal use of CPOMS (Child Protection Online Management System).  Parents that have mental health concerns for their child, should approach the class teacher in the first instance.  We prioritise ensuring that our staff have the expertise and training necessary to effectively support children with special educational needs. Some of the training our staff possess are qualified teachers, SENCo, continuous professional development (CPD), inclusive teaching strategies, specific SEN training, individualised support plans, collaboration and teamwork, safeguarding training and awareness and empathy. We believe in ongoing development and learning to meet the evolving needs of our children and ensure they receive the best possible education.  Lady Jane Grey Primary School already works closely with a range of external agencies:   * Speech & Language Therapy Service * Educational Psychology Service * The Hearing Impaired Service * The Visual Impaired Service * The Autism Outreach Team * The Outreach Support Team at Dorothy Goodman * Ashmount and Forest Way Special Schools * Oakfield Outreach |
| What should I do if I think my child has SEN? | If you suspect that your child may have SEN, it’s important to take proactive steps to ensure they receive the support they may require. The first step is to contact your child’s class teacher - or the SENCo - to share your observations and any specific challenges or behaviours you have noticed in your child’s learning or development.  Remember that early intervention and open communication with us are essential in ensuring that your child’s SEN are identified and addressed appropriately. Your active involvement and collaboration with educators will greatly contribute to your child’s success in their educational journey. |
| How will the academy know if my child needs SEN support?  How are their needs assessed? | We have a well-defined process to identify if a child needs SEN Support. We follow a graduated response approach, which involves several steps to identify, plan, implement and evaluate support for children. |
| How do you assess and review children and young people’s progress towards outcomes?  What opportunities are there to work with parents and pupils as part of this assessment and review? | Children’s academic outcomes are assessed by the class teacher and are monitored by the SENCo. Children have individual targets and these are reviewed regularly. If children achieve them, a new target is set based on their area of need. Parents can attend SEN reviews three times a year (once a term) where they can meet with their child’s class teacher and discuss how their child is progressing. They also receive a copy of the pupil’s targets. |
| How do you consult with parents of children with SEND and involve them in their child’s education? | Consulting with parents of children with SEND and involving them in their child’s education is a fundamental aspect of our SEN policy at our school. We recognise the importance of collaboration between parents and the school to ensure the best possible outcomes for children with SEND. |
| How do you consult with children and young people and ensure they are actively involved in their education? | If you have concerns regarding your child’s development or academic progress, then please initially speak to your child’s class teacher. If necessary, they will then discuss your concerns with our SENDCo. Where a pupil’s needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. Parents will be invited to attend this meeting and share their perspectives. Where appropriate, the child’s views will be sought. If different and additional provision is required to meet the child’s needs, the child will then be placed on the school SEND record as ‘SEN Support’.  Once a child has been identified as having Special Educational Needs, the child and their families are supported in the following ways:   * SEND Support * Top Up Funding * Education and Health Care Plan (EHCP) |
| How will the academy adapt its teaching for my child?  What interventions are available at your academy to support my child? | Our school customises teaching approaches for pupils with SEND by creating IEPs and using an adapted curriculum, as needed. We provide speech, language and occupational therapy support, prioritise social and emotional wellbeing, and encourage peer inclusion. Regular monitoring and feedback, collaborating among staff, and ongoing adaptation of support plans ensure a tailored and inclusive learning environment for children with SEND.  Our school offers a variety of interventions to support children with SEND. These interventions are personalised to include IEPs, an adapted curriculum, small group sessions, one-on-one tutoring, speech and language therapy, occupational therapy and much more. We prioritise regular progress monitoring, professional collaboration and parental engagement to ensure that each child’s unique needs are met effectively. |
| How are adaptations made to the curriculum and the learning environment of children and young people with SEND? | At Lady Jane Grey Primary School, all teachers are teachers of children with Special Educational Needs. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class. Planning demonstrates adaptations to meet the learning needs of all pupils.  Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils’ interests and abilities.  The systems in place are:   * Classroom support to increase curriculum access and pupil achievement. * Adapted provision * Intervention programmes * Well-adapted curriculum planning which incorporates a variety of learning styles to deliver the curriculum * Clear guidelines on behaviour with a structured reward and reflection system. |
| How do you evaluate the effectiveness of the provision made for children and young people with SEND? | We evaluate the effectiveness of our provision for children with SEND through a comprehensive process. This includes regular review meetings, assessment data analysis, feedback from parents and pupils, observations, monitoring and specialist input.  We also consider the alignment of goals, and the whole-school approach, and ensure compliance with legal requirements. IEPs are reviewed at least once a term and provision for pupils is reviewed between the class teacher and SENCo.  Parents will have termly reviews to discuss provision, what is working well and what is not. We follow the assess, plan, do, review cycle of the graduated approach to ensure that all children with SEND receive the most effective provision |
| How will the school resources be secured for my child? | At our school, we ensure that necessary resources are secured for children with SEN. We conduct needs assessments, develop IEPs, allocate resources accordingly, invest in staff training, provide adapted materials and collaborate with external specialists and agencies, when needed. We also involve parents in the process. For those with more complex needs, Top Up Funding will be applied for. |
| How do you support children and young people who move between phases of education and prepare them for adulthood? | Each year, staff take part in transition meetings to discuss all pupils in their class, including those with SEN. This allows staff to fully understand the needs of new pupils. All children take part in transition days where they meet their new class and teacher. Some children may require extra support, which is provided in a variety of ways, depending on what is best for the child. This may include additional visits to the new classroom, additional meetings with their new teacher, or transition books to prepare them.  We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.  We have very close links with our feeder setting Brookvale Groby Learning Campus to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.   * Children who are transferring from other early years settings are welcome to visit us at any time with their current setting or with parents. The Foundation teachers run several parent workshops in which they talk about the curriculum and routines. In addition to this staff visit all new starters to the school in the autumn term before admission into school. Parents and early years’ providers are asked to provide details about the pupil’s progress, strengths weaknesses, and any Special Educational Need or Disability. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENDCO prior to starting school. The SENDCo will also endeavour to visit the child in their current setting. * The SENDCO from Brookvale Groby Learning Campus (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year 6). * In the term before transfer, the Brookvale Groby Learning Campus SENDCO meets with the Year 6 teachers, Year 6 children with SEND and the Lady Jane Grey SENDCO to discuss and prepare for transition. * Pupils with SEND make additional visits to their new setting to help them prepare for transition and so they know where they can go to ask for help and meet staff who will be supporting them.   All children are taught based on the school’s values to help prepare them for adulthood. Based on children’s needs, some children may require additional support with social interactions, or self-confidence. |
| How are children and young people with  SEND enabled to engage in wider  curriculum and extra-curricular activities? | All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs. All pupils are encouraged to go on our residential trip(s) which occur in Year 4 and Year 6. We have worked with the providers of the residential trips to ensure that the varying needs of individual students are met. This has ensured that we have received specific accommodation for a pupil and parent to attend; daily meetings with site management teams to ensure that complex medical needs have been met and full participation in activities is expected. The senior Leadership Team of Lady Jane Grey are represented in the staffing structure of all residential trips.  All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Alterations to activities ensure that every child has an enjoyable experience and participates fully. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Participation in specialist external sporting activities such as Boccia is actively encouraged and supported by staff. |
| How do you support the well-being of children and young people? | Pupils with SEND are given the same access to roles and responsibilities as any other child to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after-school activities.  Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra- curricular activities and clubs. Risk assessments are completed by staff before any educational visits and where appropriate parents are invited to participate. Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunch times The school is built on one level. The main school building can offer wheelchair access to the main entrance. The main school building has a disabled toilet and changing bed. Four classrooms, in the main building have been modified and are now acoustically suitable for children with a hearing impairment. Both the SENDCo and teaching staff meet with the Specialist Teacher for Hearing Impaired Children to discuss targets and attainment. At the end of each academic year, we take advice from both the hearing and visual impairment services as to which classrooms would be most suitable for individual children for the following academic year according to their need. For children with higher level needs we carry out a yearly risk assessment on the classrooms to make sure they meet that child’s needs e.g. doors or high handles on classrooms where children may be a ‘flight risk’ In accordance with the Equality Act 2010 the school has an ‘Accessibility Plan’ which shows how the school plans to improve access progressively over time and a policy for ‘Supporting Pupils at School with Medical Conditions’ including the administration of medication. Where equipment and facilities that are additional to or different from those already provided, the SENDCo would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available. |
| How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families? | The school collaborates with external bodies, including health and social care, local authority support services and organisations to meet the needs of children with SEND and support their families. This collaboration involves regular meetings, joint planning, referrals, sharing information and training. It also ensures a coordinated and holistic approach to addressing the diverse needs of pupils with SEND, with a strong emphasis on involving families and accessing additional resources when necessary. |
| What support is in place for looked-after and previously looked-after children with SEN? | The school has a Designated LAC Teacher. Those who are looked-after and previously looked-after with SEN receive tailored support to meet their individual needs. The school works closely with carers, the SENCo and external agencies to ensure that these pupils have access to IEPs, emotional and wellbeing support, and any necessary interventions. Regular reviews and multi-agency collaboration help ensure that the support remains relevant and effective. |
| What should I do if I have a complaint about my child’s SEN support? | Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil’s Class Teacher or SENDCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENDCo or Head Teacher who will either contact you by telephone or arrange a meeting. If necessary, the parents may complain to the governors, our SEND Governor is Claire Parker. If they are still dissatisfied, may take their complaint to the LA’s statutory SEND disagreement resolution process. |
| What support is available for families? | Lady Jane Grey Primary has contacts with the school nursing team, who offers support and advice to parents and school staff. They can be contacted at the Hinckley Health Centre or SENDCo. Health referrals are made to the Leicestershire NHS Partnership Trust. SENDCo can refer children to these services following concerns from parents and/or staff in school.  If necessary, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made by designated members of school staff to organisations such as ‘Early Help’ when deemed appropriate.  We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing Impaired teams, Physiotherapy and the Autism Outreach Team. If a school referral to these services is necessary, they are made by the SENDCo.  Where necessary we seek advice, support and training from our local special schools including Dorothy Goodman in Hinckley and Ashmount, in Loughborough.  Lady Jane Grey Primary School has published our School SEND Report on the school’s website and details can be found within our SEND section under “SEND Report” We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: [www.ladyjanegreyprimary.org.uk](http://www.ladyjanegreyprimary.org.uk)  Our school intends to link closely and align itself to the local authority local offer and information about Leicestershire’s local offer regarding SEND can be found at [www.leics.gov.uk](http://www.leics.gov.uk).  The aims of Lady Jane Grey Primary School are based on the values derived from the Statement of Principles adopted by the DfE Code of Practice for SEND. |

* 1. Appendix 2: Graduated Approach

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* 1. Whole-School Provision Map

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| **Category of Need:** | **Wave 1: Universal Offer (Quality First Teaching)** | **Wave 2: Targeted Intervention (SEN Support)** | **Wave 3: External Support** |
| **Social, Emotional, Mental Health and Behavioural** | Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future.  • Inclusive environment  • High quality teaching • Positive behaviour support  • Access to support staff  • Regular check-ins  • Positive Classroom environnent  • Peer support  • Effective communication  • Access to resources  • Promoting resilience • Regular review and evaluation | Wave 2 SEMH provision aims to provide more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success.  Identification and assessment  • Individual Education Plans (IEPs)  • Pupil on a page  Coping strategies  • Social skills training  • Parental involvement • Regular progress monitoring  • Behaviour plans  • Emotional support zones  • Termly reviews of targets  • ELSA | Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress.  Specialist assessment and referral  • Access to external specialists  • IEPs  • Pupil on a pages  Multi-Agency collaboration  • Transition planning  • Family involvement and support  Regular progress monitoring  Termly review of targets |
| **Cognition and Learning** | Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1:  • Inclusive classroom environment  • High-quality teaching  • Adapted curriculum  Varied instructional strategies, including visual and auditory strategies to cater to diverse learning preferences.  • Quality feedback  • Positive behaviour support  • Regular assessment and monitoring  • Accessible learning resources  • Collaborative planning  • Small group support  • Parental engagement  • Professional development • Regular review and adaptation  Regular team meetings | Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2:  • Identification and assessment  • IEPs  • Pupil on a pages  • Small group learning opportunities.  Additional instructional time  • Specialist support staff  • Phonic and literacy support  • Numeracy support  • Progress meetings  • Collaboration with parents  • Regular review meetings  • Positive reinforcement strategies  • Focused learning zones/areas  • Flexible grouping | Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3:  Specialist assessment and referral  • Collaboration with external specialists  • Highly individualised support plans (IEPs)  Specialised therapies/interventions  • Small-group interventions • Adapted curriculum  • Adapted materials  • High staff-to-pupil ratios  • Collaboration with parents and families  • Regular review and progress monitoring  • Functional skills development  • Transition planning  • Multi-Agency collaboration  • Monitoring health and well-being  • Progress meetings  • Regular review meetings |
| **Speech, Language, Communication & Interaction** | Wave 1 for speech, language, communication and interaction provision aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1:  •Inclusive classroom environment  • High-quality teaching  • Speech and language development  • Visual and communication aids  • Adapted instruction  • Positive communication environnent  • Supportive Classroom strategies  Regular assessment and monitoring  • Teacher collaboration  • Positive behaviour support  • Parental engagement  • Professional development • Regular review and adaptation | Wave 2 speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions.  • Identification and assessment  • Individualised education plans (IEPs)  • Pupil on a pages  • Small group interventions • Speech and language therapy  • Social communication interventions  • Visual support for communication  • Regular progress monitoring  • Collaboration with parents and families  • Specialist training for staff • Regular review meetings | Wave 3 speech, language, communication and interaction provision is designed for the most complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience.  • Specialist assessment and referral  • Collaboration with external specialists and agencies  • Highly individualised IEPs • Intensive and regular speech and language therapy  • Social communication programmes  • Regular progress monitoring  • Regular review and progress evaluation  • Collaboration with parents and families  • Professional development for staff |
| **Sensory & Physical** | Wave 1 sensory and physical needs provision  aims to create an inclusive and supportive  learning environment where high-quality  teaching practices and accessible facilities benefit all pupils, regardless of their sensory or physical abilities.  • Inclusive classroom environment  • High-quality teaching practices  • Adaptive materials and technology  • Accessible physical facilities  • Regular assessment and monitoring  • Personalised IEPs  • Adaptive seating  • Collaboration with support staff  • Promoting independence • Positive behaviour support  • Family engagement  • Regular review and adaption  • Professional development | Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and independence required to fully participate in the educational experience.  • Identification and assessment  • IEPs  • Specialist support staff  • Adaptive equipment and technology  • Small-group interventions • Physical therapy services • Occupational therapy services  • Sensory-friendly learning environment  • Accessible physical facilities  • Collaboration with parents and families  • Regular progress meeting • Communication and mobility support  • Positive behaviour support  • Professional development. | Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life.  • Specialist assessment and referral  • Collaboration with external specialists  • IEPs  • Therapy services  • Adaptive equipment and technology  • Accessibly physical facilities  • High staff-to-pupil ratios  • Collaboration with parents and families  • Regular progress monitoring  • Medical and health support  • Transition planning. |