

## ***How will our school teach and support children with SEND?***

Our school broadly incorporates the principles of the 3 wave approach to intervention:

**Wave 1:** This is quality first teaching (QFT) which aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning.

**Wave 2:** Small-group intervention (for example booster classes; LEA or school-based programmes) for children who can be expected to 'catch up' with their peers as a result of the intervention.

**Wave 3:** Specific targeted intervention for children identified as requiring SEN support.

For those children without an Education, Health and Social Care plan (EHC), teaching and support will involve aspects of all 3 waves of intervention depending on the specific needs of the child. A graduated response to their needs will be initiated that enables the right level of intervention and support when needed. The child will have a 'My Plan' which will detail the support needed to meet their additional needs or a 'My Plan +' which will also include details of multi-agency support to meet additional needs.

For those children with an EHC plan, their needs are likely to be more complex and the approach to meeting these needs and ensuring progress will be even more personalised and individualised. Provision and support will be organised around the planned outcomes as detailed in the plan.

A graduated approach is at the heart of our whole school practice as we are continually assessing, planning, implementing and reviewing our approach to the teaching of all children. However, when a special educational need has been identified, this process becomes increasingly personalised. Within our school system, Progress and Support Meetings (PSM) are held three times a year. These meetings involve class teacher, SENDCo

and Pastoral Team and involving reviewing the progress made over time as well as investigating any barriers to and gaps in learning. This process then allows us to reflect upon our approaches to meeting the needs of the child and to plan further support and provision to enable improved outcomes where necessary. These meetings always follow the Structured Conversations as this ensures that the views of both parents and children are shared and carefully considered in any decisions made. It may be at this stage that outside agency involvement is requested to provide additional advice and support in planning provision for those with SEN or disabilities.

Targets and outcomes are detailed in each individual child's plan (My Plan or My Plan +) and reviewed by the class teacher on a weekly basis and by the SENCO at the PSM meetings. SEN provision is also assessed and reviewed through analysis of data of specific groups of children. Assessments take place before and after an intervention and the data from those assessments show whether progress is evident. This progress will be shared with parents during the Structured Conversations and a parent's view on progress will also be obtained. Regular feedback to all pupils on the progress that they are making is an integral feature of all teaching and learning. Pupils are also invited to share their own feedback and views on the effectiveness of interventions through a process of interviews or questionnaires at the end of the intervention.