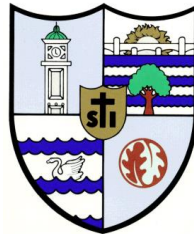


Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention



# Waves of Intervention SEND Support 2023/24



EXCELLENCE • UNITY • SERVICE

This document outlines the provision that we offer for all children at St Ignatius Catholic  
Primary School

## Graduated Approach (Asses, Plan, Do, Review)

### Waves of Intervention

Area of Need	<b>WAVE ONE</b> (Universal Provision) <b>Inclusive strategies for <u>ALL</u> learners embedded in QFT</b>	<b>WAVE TWO</b> (in addition to universal provision) <b>Targeted interventions and support for <u>SOME</u> learners</b>	<b>WAVE THREE</b> (in addition to universal provision and targeted interventions) <b>Specialist support for a <u>FEW</u> learners</b>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Quality first teaching and graduated approach throughout school</li> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes</li> <li>• Individual target setting for maths, reading and writing</li> <li>• Learning objectives &amp; success criteria clearly communicated</li> <li>• Working walls and tool kits</li> <li>• Use of ICT: whiteboards, laptops, tablets</li> <li>• In-class targeted teacher support</li> <li>• In-class Teaching assistant support within class teaching (small group or individual)</li> <li>• Daily/ regular reading with class teacher or teaching assistant</li> <li>• Whole-school SPAG scheme</li> <li>• Structured Phonics/ reading programme</li> <li>• Handwriting scheme</li> <li>• Collaborative and self-assessment</li> <li>• Learning style awareness – visual, auditory, kinaesthetic approach</li> <li>• Strong provision for outdoor learning</li> <li>• Access to extra-curricular activities</li> <li>• Educational trips and residential trips</li> <li>• School cultural context visits.</li> <li>• Whole school policies :                             <ul style="list-style-type: none"> <li>- Teaching &amp; learning</li> <li>- SEND policy</li> </ul> </li> <li>• Half-termly Pupil Progress monitoring</li> <li>• Reporting to parents at Parents Evenings</li> <li>• Written annual report in July</li> </ul>	<ul style="list-style-type: none"> <li>• In-class additional targeted teacher support</li> <li>• In-class additional Teaching Assistant support within class teaching (small group or individual)</li> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Opportunities for over learning</li> <li>• Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning</li> <li>• After school 1:1 or small group targeted sessions</li> <li>• Additional use of visual and practical resources</li> <li>• Parent workshops to strengthen partnership</li> <li>• Focussed after school clubs as needed for groups of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Child placed on the Special Needs register</li> <li>• Parents informed of continuing needs and next steps for Special Needs support</li> <li>• Assessments, advice and recommendations from outside agencies</li> <li>• Advice &amp; support for the class teacher from the Special Educational Needs Co-ordinator (SENCo)</li> <li>• Individual Provision Map</li> <li>• Impact of intervention measured</li> <li>• Review of provision with parents, class teacher &amp; involved agencies at least termly</li> <li>• Additional use of special needs visual and practical resources</li> <li>• Involvement of Outside agencies</li> <li>• One to one provision by Special Needs teaching assistants for some pupils, including 1:1 interventions throughout the day.</li> <li>• Annual review for pupils with an Education Health and Care Plan (EHCP)</li> <li>• Views of families and child/young person reflected in SSSA (Surrey Send Support Arrangements).</li> </ul>

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<b>Communication and interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery &amp; outcomes e.g., simplified language, key words on working wall and on spelling lists</li> <li>• Structured school &amp; class routines</li> <li>• Use of visuals/ICT to make learning more visual</li> <li>• Talking partners</li> <li>• ‘No hands up’ approach to answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual cues</li> <li>• Social Stories</li> <li>• Language skills interventions for pupils; Language for thinking in small groups.</li> <li>• Social speaking intervention groups (ELSA)</li> <li>• Support by training Language and Communication Teaching Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention groups by Keyworkers, trained by Surrey SALT therapists.</li> <li>• ‘Talkabout’ programmes</li> <li>• ‘Language for Thinking’ programmes</li> <li>• Involvement of outside agencies: Speech &amp; Language therapy (SALT)</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices</li> <li>• Whole school rules, rewards &amp; consequences: warning’ system, class reward systems,</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Time out to reflect on incidents</li> <li>• Calming areas are provided for children that require them</li> <li>• Social &amp; emotional aspects of Learning, PSHE</li> <li>• Trained lunchtime supervisors</li> <li>• Lunchtime play buddies to encourage play</li> <li>• Policies:                             <ul style="list-style-type: none"> <li>- Behaviour,</li> <li>- Anti Bullying</li> <li>- Child Protection</li> <li>- e-Safety</li> </ul> </li> <li>• Bereavement support</li> <li>• Mindfulness activities and zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Monitoring by Class Teacher</li> <li>• Prompt and reminder cards</li> <li>• Home/school diary</li> <li>• Time out</li> <li>• Individual working station</li> <li>• Integrated social skills programme (ELSA)</li> <li>• Integrated self-esteem programme (ELSA)</li> <li>• Integrated anger management programme (ELSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour interventions led by TA (keyworker)</li> <li>• Buddy support</li> <li>• Behaviour Support Service (STIPS) – advice, recommendations, work with parents/carers</li> <li>• Parenting Courses through Early Intervention Team (Early Help)</li> <li>• Signposting to targeted parental workshops</li> <li>• Educational Psychologist-assessment, advice &amp; recommendations</li> <li>• Child and Mental Health Service (CAMHS) – assessment, advice &amp; recommendations</li> </ul>

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<b>Sensory/ Physical/ Medical</b>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/ impairment/ disability/ medication or emergency treatment or procedures</li> <li>• Whole staff training for emergency treatment e.g, EpiPen use</li> <li>• Appropriately trained staff e.g., Paediatric first aider, First aider</li> <li>• Administration of medicines procedures e.g., Consent forms filled in by parents</li> <li>• Accessible grounds and building e.g., slopes as alternative to stairs accessible toilets.</li> <li>• Risk assessments completed as appropriate e.g. off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Sensory Support Service</li> <li>• Advice/recommendations from school nursing team/medical team/sensory support team</li> <li>• Health Care Plan/Risk Assessment in place</li> <li>• Training for named staff for administration of medication. For example – Epipen</li> <li>• Staff follow recommendations from medical team</li> <li>• Specialist pencils, pencil grips, laptops, wrist Supports, sensory supports (Wobble cushions, ear defenders, chair bands, chew necklaces etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, etc</li> </ul>
<b>Transition to and from school</b>	<ul style="list-style-type: none"> <li>• Open afternoon for prospective parents</li> <li>• Reception staff to visit nursery and playgroup settings to meet children</li> <li>• SENDCo to meet with nursery staff</li> <li>• Reception children to make several visits in to school during the summer term</li> <li>• Information evening for new parents</li> <li>• Transition visits at the end of summer term for all pupils moving up a year</li> <li>• Visits from staff from feeder secondary schools</li> <li>• Visits to local secondary schools to participate in activities and intake days</li> <li>• SENDCo to meet with head of Y7/ SENDCo</li> <li>• Exchange of data</li> <li>• Open days at secondary School for Year 6 children</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits to school on request</li> <li>• Additional visits to secondary school accompanied by ELSA</li> <li>• Support to parents in liaising with secondary school to discuss concerns and provision</li> <li>• More in-depth conversation with Head of Year 7/ SENDCo by class teachers and primary SENDCo</li> <li>• ELSA transition groups in school throughout Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition book created</li> <li>• Additional visits to secondary school</li> <li>• Specific transitional activities can be arranged when required</li> <li>• Support to parents in liaising with secondary</li> </ul>