



The Polesworth School

ENSURING EXCELLENCE

The Polesworth
School SEND
Offer



Key Terms and Definitions

The Three Waves of Support

Wave 1 - Universal Approach

The strategies which may be employed in our school to support children within the areas of need as categorised in the SEND Code of Practice (2015)

Wave 2 - SEN Support

Support provided in addition to the Universal Approach

Wave 3 - SEN Higher Needs Support

This is targeted and personalised for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through the Universal approach and through SEN support. This would involve input from an external agency – Specialist Teacher Service, Educational Psychology service, Occupational Therapy, CAMHS etc.

The Four Broad Areas of Need

1. Cognition and Learning Difficulties

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

Examples

- Specific learning difficulties – Dyslexia, dyscalculia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties

2. Social, Emotional and/or Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways.

They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

Examples

- Depression
- ADHD
- Eating disorders
- Anxiety disorders
- Mental health issues
- Social disorders

3. Communication and Interaction Needs

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder (ASC or a neuro-diverse condition) are likely to have particular difficulties with social interaction.

Examples

- Speech, language and communication needs#
- Autistic Spectrum Disorder

4. Sensory and/or Physical Needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and/or the use of specialist equipment.

Examples

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability

Cognition and Learning Difficulties

Wave 1 - Universal Approach

- High expectations of children and appropriate challenge for all
- Behaviour for Learning at the heart of lessons/school ethos
- Learning walls to support key learning points
- Structured school and class routines
- Mentoring
- SEN team will provide additional support and guidance when requested

Staff will consider

- Clear learning objectives and differentiated outcomes, clear instructions
- Clear feedback and next steps in their learning – children involved in the process and given time to respond
- Time to talk things through with a Talk Partner before feeding back to class i.e. think, pair, share
- Variety of teaching styles and with tasks matched to the needs of individuals
- Multisensory learning approach
- Personalised and adapted teaching, including questioning
- Learning presented in small chunks. Mini plenaries throughout session to ensure pupils making good progress. Intervention given to overcome misconceptions
- Adapted curriculum planning, activities, delivery and outcome
- Use of writing frames/scaffolding
- Read exam questions or exam style questions aloud
- Provide extra time to complete written work
- Providing a list of key terms and definitions
- Report concerns to SEN and Pastoral team

Wave 2 - SEN support

- 1:1 and /or small groups supported by teaching assistant
- Phonics/PIXL coding (group and 1:1)
- Corrective Reading and other literacy programmes
- Numeracy intervention groups
- In class support from TA
- Additional individual and group reading
- Bespoke mentoring programme
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Input and support from specialist support services
- Visual timetables
- Coloured overlays
- Screening for dyslexia and dyscalculia – these are only screenings and not diagnoses

Social, Emotional and Mental Health Needs

Wave 1: Universal Approach

- Tutor system
- Access to Student Support Managers
- Dedicated Head of Year
- Support from the inclusion team
- School's reward system
- SEN team will provide additional support and guidance when

Staff will consider

- Consideration of the impact that certain topics of discussion may have upon the student e.g. nutrition, death
- Allow 'time out' when overwhelmed
- Focus on praise and positive reinforcement
- Consideration of need when creating seating plans e.g. seated at the front
- Use a 'softer' demeanour and tone of voice
- Check that they're okay at the start or end of each lesson
- Report concerns to SEN and Pastoral team

Wave 2 - SEN support

- Social Skills group
- A 'safe space' to retreat to
- Access to the multi-sensory room
- Individual reward system
- Bespoke home school report
- SEAL group provision
- Individual counselling

- Year 6 transition support
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Input and support from specialist support services
- Boxall and other psychological profiling

Communication and Interaction needs

Wave 1 - Universal Approach

- Structured school and class routines
- SEN team will provide additional support and guidance

Staff will consider

- Inform students, in advance, of changes to environment e.g. seating plans
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified unambiguous language
- Use simplified language, consider how many syllables, when giving instructions
- Increased visual aids / modelling etc
- Use of symbols e.g. to support instructions (communication in print available online)
- Support and modelling for group and peer discussions e.g. teacher leads their group discussion
- Consideration of need when creating seating plans
- Make instructions explicit
- Repeat instructions
- Remind the student one-to-one what they need do
- Double-check understanding
- Avoid confrontation, suggest time-out before it gets to this point
- Read exam questions or exam style questions aloud
- Provide extra time to complete written work
- Report concerns to SEN and Pastoral team

Wave 2 - SEN support

- Support when moving around the school if needed
- A place to go during break and lunchtimes
- Fiddle toys from school
- Input from Autism Outreach Team
- Social Stories
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour

Sensory and Physical needs

Wave 1 - Universal Approach

- Staff aware of implications of physical impairment
- Reasonable adjustments to environment to support access Things to consider;
- Consideration of need when creating seating plans e.g. wheelchair user
- Awareness of possible fatigue e.g. when giving homework
- Ensure instructions are given in a clear voice
- Don't move around whilst speaking
- Don't speak with your back to students
- Enlarged font on reading materials
- Report concerns to SEN and Pastoral team

Wave 2 - SEN support

- Additional handwriting practice
- Individual support in class during PE and lunch time
- Support groups e.g. hearing-impaired group
- Reasonable adjustments applied to sanctions e.g. reduction of detention time and use of social stories during sanctions to promote positive behaviour
- Use of technology e.g. laptops
- Writing slope
- Flexible teaching arrangements
- SEN team will provide additional support and guidance when requested
- Access to support provided by specialist support