

The Polesworth School

ENSURING EXCELLENCE

The Polesworth
School SEND Offer



Key terms and definitions

The three waves of support

Wave 1 - Universal Approach

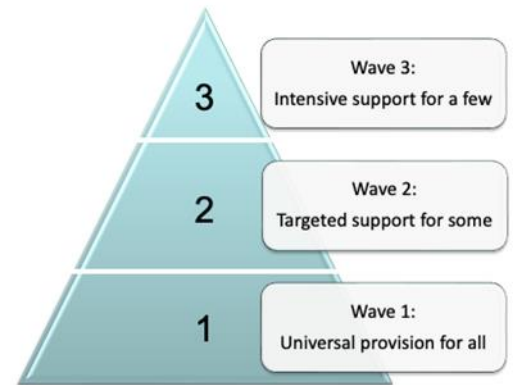
Universal provision for all – this will be delivered in the classroom through HQFT

Wave 2 - SEN Support

Support provided in addition to the Universal Approach – targeted provision for some

Wave 3 - SEN Higher Needs Support

Intensive support for a few



The four broad areas of need

Cognition and Learning

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 include specific learning difficulties such as dyslexia, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties

Communication and Interaction

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 Condition (ASC or another neuro-diverse condition) are likely to have particular difficulties with social interaction.

Social, emotional and/or mental health

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- be withdrawn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
- behave in ways that could have an impact on their health and wellbeing
- Examples – depression, ADHD, eating disorders, anxiety disorders, attachment issues

Sensory and/or physical

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.

- Visual impairment, hearing impairment, multi-sensory impairment, physical disability
- Sensory needs

More detailed definitions are available in the SEN policy and the SEN information report

What does this look like in practice?

- Different approaches and strategies are used dependent on the needs of the child.
- Below are some examples of what provision could be available for children at the Polesworth School.
- Wave 1 provision is for everyone, Waves 2 and 3 and decided on dependent on need

	Cognition and Learning
Wave 1	High Quality first teaching Adaptive responsive teaching for all High expectations for all – behaviour for learning explicitly taught Seating plan Clear and consistent rules and routines Mini whiteboards Pastel backgrounds on ppts Modelling Scaffolding (e.g. Writing frames, sentence starters, visual checklists) Retrieval and over-learning Explicit teaching of reading and literacy skills Pre-teaching key vocabulary Multi-sensory classroom teaching Meta-cognitive approaches/AFL Rewards Guided reading Reciprocal reading sessions

Wave 2	<ul style="list-style-type: none"> Pupil Passport TA support in lessons if needed Peer mentor and games Coloured overlays / enlarged font Handouts for text heavy learning ICT - voice to text software/apps Time-Out card Exam Access Arrangements – 25% extra time Laptop Reading buddies Literacy and numeracy interventions Visual timetables Screenings for dyslexia
Wave 3	<ul style="list-style-type: none"> Learning Plans Passports Trusted Adult / Key Worker Specialist assessments Modified timetable Alternative curriculum offer at KS4 Exam Access Arrangements – reader /scribe /extra-time/supervised rest breaks Specialist support services – Ed Psych, STS, OT services Additional transition visits from Primary

	Communication and Interaction
Wave 1	<ul style="list-style-type: none"> High quality first teaching Adaptive responsive teaching for all High expectations for all Seating plan Effective TA classroom support if needed Clear and consistent rules and routines Scaffolding (e.g. writing frames, sentence starters, visual checklists, chunking things down) Structured opportunities – group learning Clutter free classrooms and simple displays Visuals and symbols to support verbal and written input
Wave 2	<ul style="list-style-type: none"> Pupil passport TA support in lessons if needed Peer mentor if needed Visual timetables ‘now’ and ‘next’ Time-out card Voice to text software Key worker – if needed Social stories intervention Talk partners / peers Social skills intervention Lego play sessions Use of HUB/safe space
Wave 3	<ul style="list-style-type: none"> Learning Plans Pupil Passport

	<p>Trusted Adult / Key Worker Social Communication group intervention Specialist support services (e.g. EP/STS/OT) Exam Access Arrangements – scribe /extra-time Additional transition visits from Primary Morning check-in End of day 10 minute check-in Safe space</p>
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	Social, Emotional and mental health
Wave 1	<p>High Quality First Teaching Adaptive responsive teaching for all High expectations for all Seating plan Clear and consistent rules and routines Mental Health Awareness Day Whole school Mental Health support PSHE lessons focused on SEMH Form tutor as key person Dedicated Head of Year and Pastoral Support Officer Reward system Restorative approach</p>
Wave 2	<p>Pupil passport TA support in lessons if needed Peer mentor if needed Emotion coaching principles 1:1 support sessions Time-out card/ Leave early card Counselling through school counsellor Additional transition visits Parent Information evenings</p>
Wave 3	<p>Pupil passport Learning Plan Trusted Adult / Key Worker Safe space ELSA interventions 1:1 protocol and risk assessment Exam Access Arrangements – rest breaks/ smaller venue Specialist intervention – e.g. CAMHS EP intervention – assessments and emotional support sessions 1: Specialist support services (e.g. EP / STS/OT/SALT) Additional transition visits from Primary Student focus group Start of day check-in End of day 10 minute check-in Alternative provision/college course</p>

	Sensory and Physical
Wave 1	<p>High Quality First Teaching Adaptive responsive teaching for all High expectations for all Seating plan Clear and consistent rules and routines Whole class Movement breaks in between lessons Sensory friendly classrooms Year group assemblies to raise awareness</p>
Wave 2	<p>Pupil passport TA support in lessons if needed Peer mentor if needed Touch typing course ICT - voice to text software Time-out card/ leave early card Sensory circuits School issued fiddle toys Specialist resources -pencil grips / slopes / standing desks Parent Information evenings</p>
Wave 3	<p>Pupil passport Learning Plans Trusted Adult / Key Worker Physiotherapy interventions Accessibility equipment and lifts 1:1 personal care 1:1 protocol and risk assessment Radio aids and equipment Specialist support services (e.g. EP / STS/OT/Integrated Disability Service) Safe space Additional transition visits from Primary Student focus group Fiddle toys / regulation tools (e.g. headphones)</p>