



# SEND - What It Looks Like

Our fortnightly RAG identifies our SEND children allowing for timely and bespoke intervention on a needs basis.

SEND governor identified, SEND governor to complete termly.

We aim to provide quality first teaching to ensure that the children are in class as much as possible with withdrawal for intervention kept to a minimum.

Key class documents ensure the class teacher takes ownership of their SEND support children. All other information is kept in SEND pupil files on staff shared drive.

We have strong links and partnerships and work alongside multi-agencies, our family of schools and partnership boards within the local community to ensure all pupils and their families have access to the support required.

We follow the graduated approach to support our children; Assess, Plan, Do, Review.

All provision and Nurture support is overseen by the SENDCo.

We have two pupil and family liaison workers, one per key stage who offer nurture support.



Provision plan targets are reviewed termly by the SENDCo, Class Teacher, Child and Parent/Carer.

The BOXALL profile is used to assess the impact of our Nurture and SEND interventions for SEMH.

The use of BSquared and Pre-Key Stage assessment tools allow for us to carefully plan next steps.

As a school, we identify children who need additional support and provide 1:1 support, sensory input and provision and specialised resources as needed.

SEND support children have provision plans with highly personalised targets.

The school has an allotment allowing us to offer an alternative 'curriculum as part of our nurture provision for KS1 and KS2.

SEND pupils are identified on planning (context for learning) and adaptations are clear.

We have weekly Team Around the Child (TAC) Meetings, where vulnerable children are identified and discussed - ensuring all children are attending school and receiving appropriate support and interventions.

In line with the SEND code of practice, we follow waves of intervention. Please find below a definition of each wave as well as examples of intervention in place;

Wave 1: Quality First Teaching (examples include...) Positive and friendly staff, team teaching approach, a broad and balance curriculum, highly focussed lessons with clear objectives, focussed marking and continual feedback through Purple Pen of Progress (PPoP), high demands on pupils, appropriate use of teacher questioning, modelling and explaining, RWI, Maths NO Problem, Rainbow Grammar, interactive teaching styles, range of school clubs, regular progress meetings.

Wave 2: Additional Intervention to enable children to work at ARE or above (examples include...) Group provision mapping to monitor progression, children identified on fortnightly RAG, literacy and numeracy interventions, circle time, social stories, targeted differentiation, referral to wider health and professional support, nurture provision.

Wave 3: Additional highly personalised interventions (examples include...) Individual provision plans, 1:1 focussed support, meet and greet before and after school, individual access arrangements for end of key stage assessments, delivery of speech and language programmes, delivery of occupational health and physiotherapy programmes, lunchtime nurture support, EHAF, EHCP's, family SENDCo support, termly springboard meetings to access outside agencies.