

WAVE THREE – SEN SUPPORT

A few children will experience ongoing and significant difficulties in one or more areas of their development. Wave Three, **SEN Support** is offered to children with statements of special educational needs or Education and Health Care Plans as they require something additional to and/or different from our usual provision. The table below shows the type of support that may be offered for these children in addition to our Quality First Inclusive Teaching across the four main areas of SEND.

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Mental and Emotional Health.
<ul style="list-style-type: none"> • Liaison with parents/carers. • Clear and concise instructions, worded to ensure no ambiguity. • Person centred targets worded literally enough to be followed without ambiguity. • Repetition of instructions to ensure understanding. • Social skills groups in class or withdrawal. • Direct teaching to develop verbal and non-verbal communication skills. • Use of visual cues to support meaning, traffic lights, social stories, comic strips. • Direct teaching of the strategies being used. • Additional LSA support used effectively and flexibly to liaise with teacher, aid inclusion and access to the curriculum. • Specific speaking and listening activities in class or withdrawal. • All staff modelling appropriate 	<ul style="list-style-type: none"> • Liaison with parents/carers. • Intensive support in one or more curriculum areas – LSA in class/group work, one to one support from LSA. • Structured programme to enhance self-help skills – active listening, mind-mapping. • Small group or individual teaching to improve basic literacy and numeracy skills. • Structured activities to develop phonological skills. • Individually prepared resources to enable access to lessons. • Individual arrangements for tests and assessments. • Increased access to specific ICT programmes and resources. • Structured support programmes developed with advice from outside agencies. 	<ul style="list-style-type: none"> • Liaison with parents/carers. • Individually prepared resources to enable access to lessons. • Regular assessments by physical and sensory specialist teachers. • Additional use of and access to specialist ICT equipment where appropriate. • Regular reviews of appropriateness of specialist equipment by specialist teachers and therapy services. • Attendance at meetings with health care professionals as necessary. • Staff trained in use of equipment, medication as necessary. • Care plans shared as appropriate. • Resources and materials adapted as necessary to enable access to the curriculum. • Group or individual support to develop physical skills through structured programmes as advised by outside agencies and health care professionals. • One-to-one support where 	<ul style="list-style-type: none"> • Liaison with parents/carers. • Use of calm space. • Use of agreed space for child to remove self to. • Access to Turnaround Room • Time with supportive adult to talk things through – Class teacher, ELSA, Home-School Link Worker, LSA, other member of staff. • Additional support during break times. • Sensitivity to and additional support for transition times during school day. • Sensitivity to and advance planning for changes to school day/special events. • Understanding of need for children to be “kept in mind” • Use of restorative approaches to conflict resolution. • Close monitoring of behaviour to establish patterns and triggers and inform planning. • Personalised timetable to build on

<p>language and responses.</p> <ul style="list-style-type: none"> • Individually prepared resources to enable access to lessons. • Games to improve language skills. • Support over unstructured times to encourage use and development of social skills. • Support over break times for “vulnerable” pupils. 		<p>appropriate for facilitate access to the curriculum and to address health and safety issues.</p> <ul style="list-style-type: none"> • One-to-one support if appropriate to help with personal care. • All staff aware of level of support required and any specialist equipment required by child. 	<p>strengths and increase positive experiences.</p> <ul style="list-style-type: none"> • Adapted/Alternative curriculum where appropriate. • Consideration of alternative provision on or off-site for part of timetable. • Specific teaching of relaxation and calming techniques individually or in small group, in class or withdrawal. • Specific work on development of social skills, in class or withdrawal. • Specified time to focus on and exploration and expression of feelings and emotions, individually or small group. • Structured support programmes developed with advice from outside agencies.
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At Wave Three SEN Support includes:

- **Regular monitoring and review of the Statement of Special Educational Needs or Education and Health Care Plan.**
- Involvement of School SEN Support Team to observe in lessons and offer support, strategies and advice to staff and parents.
- An Individual support Plan (ISP) linked to the Statement of SEN or EHCP outlining desired outcomes and an action plan to be agreed, monitored and reviewed regularly.
- All staff being made aware of particular needs of child and strategies in use.
- Staff liaison with other education and health care professionals where necessary such as CAMHS, Physiotherapy, Occupational Therapy and Paediatricians.
- Staff to receive relevant training linked to supporting the identified needs of children where required.
- Specialist teacher support if appropriate – outside agencies such as Learning and Language, Speech and Language, Educational Psychologist, Behaviour Support, physical and sensory support may offer staff support and training, assessments and observations of pupils and/or work directly with pupils.
- Individual risk assessments may be required for pupils for trips and visits outside of school and for activities happening within school planning time to be given to this prior to the event to allow for time to discuss with parents and consult any external agencies where necessary.
- Additional planning for transition to new class/member of staff.
- Additional planning for transition to secondary school.