

## WAVE TWO – SEN SUPPORT

Some children will have times where they experience difficulties in one or more areas of their development. Wave Two support, **SEN Support** is offered to remove barriers to success, achieve desired outcomes and make it easier for the children to access what we offer. 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"> <li>• Liaison with parents/carers.</li> <li>• Clear and concise instructions, points given one at a time with processing time factored in.</li> <li>• Activities planned to take account of child's language difficulties – cloze worksheets, chunked work, electing other pupils to be spokesperson.</li> <li>• Modelling appropriate language/responses.</li> <li>• Seat child with good role models to aid and improve language.</li> <li>• Games to improve language skills – memory games, vocabulary games, social skills games.</li> <li>• Friendship/Buddy system to be set up if appropriate.</li> <li>• Support to access play at break times.</li> <li>• Specific speaking and listening activities in class or withdrawal.</li> <li>• Specific social skills teaching in class or withdrawal.</li> <li>• Increased use of visual support materials.</li> <li>• Use child's name first to focus</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with parents/carers.</li> <li>• Tasks modified to take account of difficulties – in class support from LSA or teacher, smaller group work, focussed strategies for individuals or groups.</li> <li>• Provision of differentiated materials.</li> <li>• Opportunities for reinforcement and consolidation.</li> <li>• Readability and access to texts being used carefully considered by teachers.</li> <li>• Extra focus on listening skills, collaboration skills, organisation skills.</li> <li>• Regular, structured sessions in small groups for basic literacy and numeracy – in class or withdrawal.</li> <li>• Opportunities to practise sequencing skills.</li> <li>• Use of ICT to support presentation.</li> <li>• Use of ICT to practise and reinforce learning.</li> <li>• Activities to extend sight vocabulary.</li> <li>• Activities to develop phonological</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with parents/carers.</li> <li>• Allow extra time to complete tasks.</li> <li>• Allow leaving lessons early to avoid rush in corridors.</li> <li>• Extra monitoring of safety in practical lessons and PE.</li> <li>• Simple modifications to environment – positioning of furniture, access to all areas of class room, positioning of seating of pupil and speaker in all areas of school, ample space around furniture, consider contrasting surfaces and furnishings, lighting in all areas and removal of obstructions.</li> <li>• Simple modifications to resources – texts using correct size font, colour of pen on white board, pencil grips, adapted scissors made freely available.</li> <li>• Check levels of background noise in the room.</li> <li>• Consider ways of making the room a better listening environment by using sound deadening materials.</li> <li>• Plan for and provide multi-sensory resources in advance of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with parents/carers.</li> <li>• Close monitoring and recording of behaviours to establish patterns and possible triggers and to inform future planning.</li> <li>• Use of calm space.</li> <li>• Use of agreed space for child to remove self to.</li> <li>• Visual signal that calm time/space is needed.</li> <li>• Use of Time –Out strategies.</li> <li>• Temporary change of work location.</li> <li>• Removal to another class or Turnaround Room.</li> <li>• Specific teaching of calming techniques in class or withdrawal.</li> <li>• Specific teaching of relaxation techniques in class or withdrawal.</li> <li>• Focussed teaching of social skills in class or withdrawal.</li> <li>• Support to manage feelings, friendship skills, self awareness, relationships and conflict resolution in class or withdrawal.</li> <li>• Pastoral support from ELSA, Home-school Link Worker, Turnaround Room staff, Inclusion</li> </ul>

<p>attention.</p> <ul style="list-style-type: none"> <li>• Get child to repeat back instructions to ensure understanding.</li> <li>• Give extra processing time.</li> <li>• Staff to be aware of the impact of change on some children – changes in routine, environment, noises, temperature, smells.</li> <li>• Resources prepared in advance of lessons to include children on the Autistic Spectrum.</li> <li>• Use of individualised strategies to manage challenging and unsociable behaviour.</li> <li>• Opportunities for role play and social scenario work.</li> <li>• Additional use of social stories, cartoon strip conversations and visual prompt cards.</li> <li>• Safe environment/calm space made available for vulnerable children.</li> <li>• Work groupings chosen sensitively, taking into account strengths and abilities of pupils.</li> </ul>	<p>skills, rhyming, alliteration, syllabification, word games and puzzles.</p> <ul style="list-style-type: none"> <li>• Multi-sensory reinforcement of learning – Visual, Auditory, Kinesthetic.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional opportunities to practise skills and concepts and for over learning of topics.</li> <li>• Make effective use of additional adult support in classroom.</li> <li>• Individual or group support to develop physical skills through structured programmes as advised by outside agencies.</li> </ul>	<p>Leader, School Counsellor.</p> <ul style="list-style-type: none"> <li>• Use of good role models.</li> <li>• Sensitivity when choosing work groups with consideration given to strengths and abilities of pupils.</li> <li>• Additional support during break times.</li> <li>• Use of meet and greet at start of morning and afternoon sessions.</li> <li>• Use of positive reflection times at the end of the day.</li> <li>• Use of individualised star chart system.</li> <li>• Consider circle of friends.</li> <li>• Individualised timetable with more regular learning breaks or times for relaxation.</li> <li>• Alternative or adapted curriculum planned where appropriate.</li> </ul>
<p><b>At Wave Two SEN Support includes:</b></p> <ul style="list-style-type: none"> <li>• Involvement of School SEN Support Team to observe in lessons and offer support, strategies and advice to staff and parents.</li> <li>• An Individual support Plan (ISP) outlining desired outcomes and an action plan to be agreed, monitored and reviewed regularly.</li> <li>• All staff being made aware of particular needs of child and strategies in use.</li> <li>• Staff liaison with other agencies where necessary.</li> <li>• Staff to receive relevant training linked to supporting the identified needs of children where required.</li> <li>• Specialist teacher and/or Health Care professionals support if appropriate –these may include Learning and Language, Speech and Language, Educational Psychologist, Behaviour Support, traveller support, CAMHS, physical and sensory support, Occupational therapy and Physiotherapy.</li> <li>• 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.</li> </ul>			

