

Using teaching assessments and data.  
Discussion during pupil progress meetings.  
Parent / child involvement. Discussion with SENDCo. Parent discussion with SENDCo

Additional assessments. SEN register. Plan, do, review. Discussion with parents.  
Discussion with outside agencies. Ongoing specific support. Referral to outside agencies.

### Universal – inclusive quality first teaching for all

Kagan collaborative learning – Visual timetable – Visual Wdigit prompts – Dyslexia friendly approach – Feelings charts – Zones of regulation – Sensory breaks – Bee Ambitious –PSHE jigsaw scheme – Good to be Green behaviour system– Dojo rewards – Boxall profile

### Targeted – additional intervention in place

Pastoral Team - Zones of Regulation group – Wishes & feelings group – Speech Leap – IEP – Termly SEN reviews – Sensory toys – Workstation – Tray system - Lego Therapy – Academic interventions – Group interventions - Assisted technology – PKS levels – ASD breakfast club – IDL dyslexia screening – IDL interventions- SEN teaching assistants

### Specialist – additional & highly personalised

Play therapist – 1-1 support – Educational Psychology involvement – CAHMS referral – Specialist Outreach support team referral – Speech and Language referral – SEN teaching assistants –Dyslexia Pathway -ADHD pathway – ASD pathway –Thrive group - EHCP -

Students can move up and down based on the provision they are receiving

### Universal – inclusive quality first teaching for all

Wave 1 includes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

### Targeted – additional intervention in place

Wave 2 includes specific and additional interventions provided for some pupils who need help to accelerate their progress. Wave 2 interventions are often targeted at a group of pupils with similar needs.

### Specialist – additional & highly personalised

Wave 3 involves targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or to enable children to achieve their potential.

Each wave is broken down into 4 further categories of provision as described in the SEN Code of Practice:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, emotional and mental health
<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>

Continue to see our Inspire Academy School provision map...

Cognition and Learning		
Wave 1	Wave 2	Wave 3
Differentiated planning Kagan collaborative learning Visual timetables Visual prompts Dyslexia friendly displays Dyslexia friendly resources Bee Ambitious – KS1 Vocab Ninja – KS2 Dojo Class Teaching assistant Talk for writing Termly year group targets	Pastoral team Pre-teaching of new Vocab Widgit symbols IEP / Termly reviews Academic interventions Assisted technology Clicker Dyslexia screening	Toe by Toe Nessy touch typing Nessy Dyslexia IDL Educational Psychologist Specialist Outreach Support Team referral EHCP SEN teaching assistant per year group Thrive group

Communication and Interaction		
Wave 1	Wave 2	Wave 3
Differentiated planning Kagan collaborative learning Visual timetables Visual prompts Good to be Green Sensory breaks Class Teaching assistant Talk for Writing	Pastoral team Zones of regulation group Speech Leap NHS speech & language Pre-teaching of new Vocab Widgit symbols IEP / Termly reviews Workstation Coloured tray system Lego Therapy Social stories Ear defenders ASD breakfast club space	Specialist Outreach Support Team referral Multiagency-Autism-Assessment Team referral; ASD pathway EHCP 1-1 time SEN teaching assistant per year group Thrive group

Sensory and Physical		
Wave 1	Wave 2	Wave 3
Differentiated planning Kagan collaborative learning Fine motor skill activities Additional movement breaks School building is accessible for all Classrooms have age appropriate furniture Visual prompts Class Teaching assistant Trim trail Sports coach	Pastoral team IEP / Termly reviews Motor Skills United Gross motor sports intervention Assisted technology Writing slopes Coloured overlays Pencil grips Specialist scissors / pencils Document stands	ISCAN referral: Physiotherapy Occupational Therapy EHCP Vision impairment team Hearing impairment team SEN teaching assistant per year group Thrive group

Social, emotional and mental health		
Wave 1	Wave 2	Wave 3
Differentiated planning Kagan collaborative learning Feelings chart – EYFS KS1 Zones of Regulation – KS2 Good to be Green PSHE Jigsaw scheme Dojo Class Teaching assistant Boxall profile	Pastoral team Zones of regulation group Wishes and feelings group IEP / Termly reviews Workstation Morning meet and greet ASD breakfast club space	Educational Psychologist Specialist Outreach Support Team referral Play therapist CAMHS referral QB check ADHD pathway EHCP SEN teaching assistant per year group Thrive group