

Graduated Approach (Assess, Plan, Do, Review)

Waves of Intervention



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SEND Support

This document outlines the provision that we offer for all children at

Red Hill C of E Primary School

2025-2026

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate support. Learning difficulties cover a wide range of needs, including Moderate (MLD) and Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning.

- Specific Learning Difficulties (SpLD), e.g. Dyslexia, Dyscalculia
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may have difficulty in managing their relationships and may behave in ways that affect their learning or the learning of others.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
 - Anxiety Conditions
 - Eating Conditions
- Attachment Conditions
 - Depression

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This could include specific speech difficulties or their level of understanding and following social rules of communication. Children and young people with 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.

- Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Condition (ASC)

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children and young people with sensory and/or physical needs may require specialist support and/or equipment to access their learning.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Area of need	Wave one Inclusive strategies for <u>ALL</u> learners embedded in quality first teaching	Wave two Targeted interventions and support for <u>SOME</u> learners	Wave three Specialist support for a <u>FEW</u> learners
<p>Cognition and learning</p>	<ul style="list-style-type: none"> • Quality first teaching and graduated response throughout school • Regular staff CPD training • Differentiated curriculum planning, activities, delivery and outcomes • Consideration given to supportive pairings and mixed ability groupings • Learning style awareness and multi-sensory approach - visual, auditory, kinaesthetic. Concrete, Pictorial, Abstract (CPA) in maths • Learning intentions and steps to success clearly communicated • Working walls and tool kits • Availability of clearly labelled resources, easily accessible for independence of pupils • Labels to be age appropriate and in a dyslexia friendly font • Use of a visual timetable consistent across the school • Dyslexia friendly visuals; dark coloured text on a light (not white) background • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, whiteboards, ICT: iPads, laptops • In-class targeted teacher support • In-class teaching assistant support within class (individual or small group) • Pre-teaching is used or 'plug the gap' sessions 	<ul style="list-style-type: none"> • Small group/individual targeted intervention programmes are delivered to improve skills in phonics, reading, spelling and writing. • Writing slopes, pencil grips, left-handed equipment, word banks, talking tins • Individual Provision Maps (IPMs) with SMART targets that are reviewed termly and shared with parents • Individual steps to success so learning is broken down into smaller chunks • Additional intervention(s) discussed at Pupil Progress meetings to address lack of progress/barriers to learning • Consultation with Maths Coordinator, English Coordinator and SENDCos to determine intervention/level needed • Structured conversations with parents • Pupil one-page profiles 	<ul style="list-style-type: none"> • Parents informed of continuing needs and next steps for Special Needs support • External agency assessment, advice and recommendations e.g. EP, LST • Significant adult support to access the curriculum (1:1 or small group) • Significant adaptations needed to the curriculum to meet need • Using wider curriculum opportunities to ensure success and to support self esteem • Review of provision with parents, class teacher, and involved agencies at least termly • Additional use of special needs visual and practical resources • EHCP annual reviews

	<ul style="list-style-type: none"> • Whole school early readers approach using the Bug Club scheme • Word Aware approach • Improved provision of outdoor learning environment • Access to extra-curricular activities • Educational trips and residential trips • WOW events e.g., visiting theatre, residential trips, immersion days • Whole school policies: Teaching & learning, SEND policy, Marking and Feedback policy • Half-termly Pupil Progress monitoring • Reporting to parents at Parents Evenings twice a year 		
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Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching and graduated response throughout school • Use of visual timetable consistent across the school • Differentiated curriculum planning, activities, delivery and outcomes • Regular staff CPD • Talk partners • Pot of Fairness to allow everyone opportunities to speak • Visual cues and expectations • Listening and attention learning opportunities • Word Aware approach • Use of word mats and/or specific resources, such as laptops/iPads, talking tins • Consistent rules, expectations and routines • Structured school and class routines • Pre-teaching learning and 'plug the gap' • Environment – labels with pictures and clear font • Social stories • ASC friendly environments – e.g., clear and tidy classrooms, 	<ul style="list-style-type: none"> • Small group/individual targeted intervention programmes are delivered to improve skills in phonics, reading, spelling, writing and gross and fine motor • Individual reward charts • Individual behaviour charts • Individual feelings chart • Communication cards • Now and Next boards • Pupil one-page profiles • Individual Provision Maps (IPMs) with SMART targets that are reviewed termly and shared with parents 	<ul style="list-style-type: none"> • Parents informed of continuing needs and next steps for Special Needs support • External agency assessment, advice and recommendations e.g. EP, LST, S&L, CCN, UP, Outreach team • 1:1 support/small group support • Outside agency interventions such as SALT • Review of provision with parents, class teacher, and involved agencies at least termly • Differentiated curriculum to meet areas of need, for example, sensory opportunities

	<ul style="list-style-type: none"> • ASC friendly displays • Alternative arrangements for playtimes and lunchtimes • Visual aids/concrete resources for learning e.g., manipulatives, timers. • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, whiteboards, ICT: iPads, laptops 	Pace of session, curriculum or timetable is flexible for some students	<ul style="list-style-type: none"> • EHCP annual reviews
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Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Consistent, positive behaviour policy to encourage good behaviour • Whole school rules, rewards and consequences • Clear consistent whole school expectation and aspirations • Whole-school approach of Wellbeing Wednesdays and access to calm corners • Feelings flower in classrooms • Movement/brain breaks • Social and emotional aspects of learning during PSHE lessons • Whole school policies: Behaviour, Anti Bullying, Child Protection, e-safety • Learning style awareness and multi-sensory approach - visual, auditory, kinaesthetic. Concrete, Pictorial, Abstract (CPA) in maths • Children and Families support worker 	<ul style="list-style-type: none"> • Individual reward charts • Individual work station • Individual feelings thermometer • Individual behaviour charts • Pupil one-page profiles <ul style="list-style-type: none"> • Individual Provision Maps (IPMs) with SMART targets that are reviewed termly and shared with parents • Equipment/resources to support specific needs e.g. ADHD; fidget toys, wobble cushions/chairs 	<ul style="list-style-type: none"> • Behaviour plans • Educational Psychologist - assessment, advice and recommendations • Child and Adolescent Mental Health Services (CAMHS) - assessment, advice and recommendations • PRU support where necessary • Pastoral support programme • 1:1 support • Alternative/differentiated curriculum • EHCP annual reviews

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<p>Sensory/ physical/ medical</p>	<ul style="list-style-type: none"> • Staff are aware of needs/impairment/disability/medication or emergency • Whole staff training for emergency treatment e.g., EpiPen use • Qualified First Aiders • Administration of medicines procedures e.g., consent forms filled in by parents • Medical form completed and reviewed regularly • Considered classroom environment to support movement around classroom • Clear and tidy classrooms • Bathroom management facilities • Clear, well-sized fonts used for all resources (Kinetic Letters) • Accessible grounds and building e.g., slopes and a lift as alternatives to stairs • Risk assessments completed as appropriate e.g., off-site visits 	<ul style="list-style-type: none"> • Individual Provision Maps (IPMs) with SMART targets that are reviewed termly and shared with parents • Gross motor interventions • Fine motor interventions e.g. dough disco/finger gym • Specialists equipment e.g laptops, pencil grips and adapted pencils • Contenance plans • Health Care Plan/Risk Assessment in place • Training for named staff for administration of medication 	<ul style="list-style-type: none"> • Physiotherapy sessions • Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team etc, PD Outreach team. EHCP annual reviews
<p>Transition to and from</p>	<ul style="list-style-type: none"> • Visit children at local main feeder nurseries • Settling in sessions for Reception children • New intake meeting – parents invited in • Induction pack for reception parents • Meet the Teacher meeting in September • Transition day in Summer term for all pupils • Communication with main feeder secondary schools for pupils • Visits to local secondary schools to participate in activities and intake days • Exchange of data • Open evenings at High School for Year 5/6 children • Transition meetings between new and current class teachers • Transition plan created and shared with teachers annually 	<ul style="list-style-type: none"> • Additional visits to school on request • SENDCo to visit nurseries if SEND concern • Additional visits to secondary school accompanied by SENDCo or Teaching Assistant • Support to parents in liaising with secondary school to discuss concerns and provision • Transition handover with class teacher and SENDCo (if needed) 	<ul style="list-style-type: none"> • Transition book created • Visits to the classroom • Additional visits to secondary school • Specific transitional activities can be arranged when required • Support to parents in liaising with secondary school to discuss concerns and provision • EHCP annual reviews and phase transfers

