

Special educational Needs and Disabilities Policy

Next review: September 2021

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Staff Roles:

The Inclusion Team:

Mrs Bridget Solly: Special Educational Needs Co-ordinator (SENCo)

Bridget has worked at Willoughby Road Primary Academy for nearly 10 years, starting in EYFS, then moving to Year 3 for a year, followed by time in Year 2 and Year 6. Bridget is now the Assistant Principal, deputy safeguarding lead, Year 6 class teacher and SENCo at Willoughby Road Primary Academy.

Mrs Gill Krochmal: Specialist SEND Teaching Assistant

Gill has over 25 years' experience of working with children who have special educational needs. Gill predominantly supports pupils at Wave 3 and her primary role is to provide and deliver programs based on individual needs for reading, writing, spelling and phonics.

Miss Kerry Brooks: SEND & Inclusion Admin Assistant

Kerry has many years' experience working in administration in schools and the health and safety sector. Having a number of animals herself, Kerry is taking an active interest in the development of the school's animals and therapy initiative.

Ms Jo Westwood: Family Safeguarding Officer / deputy designated Child Protection Officer

Jo has worked at WRPA for the last 7 years, predominantly in the inclusion and safeguarding departments. Jo currently works as the school Family Safeguarding Officer/ Pastoral Support Officer, supporting children and families closely with their individual needs. Jo is the school Mental Health Champion.

(Many other staff are trained in specific intervention programmes, for example, EAL, Memory and so on).

The SENCo is the person responsible for managing the provision for children and young people with SEND.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

A full list of all teaching and support staff can be found on the school's website:

www.wrpacademy.org.uk

What are the different types of support available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

All children in school should be getting this as a part of excellent classroom practice. For your child this would mean:

- That the teacher has high expectations for your child and all pupils in their class.
- That all planning and teaching is based on building on what your child already knows, can do and can understand. Lessons will support individual needs as far as is possible (differentiated).
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. This may involve additional general support by the teacher or teaching assistant in and out of the classroom.

Specific group work (Wave 2 Intervention)

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school. This is called an *intervention group* and may be:

- Run in the classroom or other small learning space
- Run by a teacher or teaching assistant who has had relevant training

All interventions are planned by the class teacher. The class teacher will work in conjunction with the school Specialist SEND TA in organising half termly interventions for specific pupils.

Intervention groups often support pupils with specific areas of difficulty such as phonics, numeracy or literacy skills.

The school Specialist SEND TA supports with 1:1 interventions at Wave 3, for pupils requiring additional assessment and support with English Language skills (reading and writing) in KS1 and KS2. Interventions usually cover the period of a half term to a term and the pupil is provided with a transition 'back to class

intervention pack' which is carried over and implemented in class by the class team. This provision is regularly monitored and reviewed by the Specialist SEND TA and SENCo.

Sometimes a pupil will need more specialist support in addition to quality first teaching and intervention.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. For some pupils, more in-depth assessments are necessary. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. Parents/carers are kept fully informed throughout the process.

OUR BELIEFS AND VALUES AROUND SEND

At Willoughby Road Primary Academy, we are committed to offering a broad and balanced inclusive book-led curriculum and aim to offer excellence and choice for all our children, whatever their ability or needs. With this in mind, we have high expectations and aspirations for all our children. We aim for each child to achieve their best, educationally, socially and emotionally. Additionally, we aim for each child to become a confident, valued member of the community. We strive to achieve this via the removal of barriers to learning and participation and by ensuring that pupils with SEND are given equal opportunities to fulfil their academic and personal potential.

At Willoughby Road Primary Academy, we respect the fact that children

- have differing educational and behavioural needs and aspirations
- acquire, assimilate and communicate information at different rates
- respond differently to different teaching approaches
- require a range of different teaching approaches and strategies in order to optimise learning

Consequently, class teachers will respond to all pupils' diverse learning needs and set appropriate challenges.

Every teacher is a teacher of **every** child including those with SEND. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. As a school we believe that additional interventions cannot compensate for a lack of quality teaching.

The school's objectives for pupils with SEND:

- To ensure that the special educational needs of pupils are identified, assessed and provided for.
- To create an environment that meets the special educational needs of each child.
- To ensure that pupils with special educational needs and disabilities have access to the full curriculum through the processes of assessing, planning and matching of work.
- To operate a whole school approach to the management and provision of support for special educational needs, i.e. every teacher is a teacher of special educational needs.
- To ensure that **all** learners make the best possible progress.

- To ensure that pupils with special educational needs and disabilities are included in all appropriate activities within school.
- To ensure that all children are at the core of the process, i.e. are fully involved and have regular opportunities to express their views.
- To ensure that there is effective communication with parents/carers, ensuring that they are fully informed and involved at each stage in SEND processes surrounding their child's needs.
- To ensure that the named Special Educational Needs Co-ordinator (SENCo) works within the SEND Policy and follows the guidance provided in the SEND Code of Practice, 2014.
- To provide support and advice for all staff working with special educational needs pupils.
- To involve and promote effective partnerships with outside agencies, where appropriate, in order to ensure that the needs of SEND pupils are met.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice (2014) states that **a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.** Special educational provision includes that which is **additional to, or different from the provision generally made for pupils of the same age.**

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children may have special educational needs either throughout or at any time during their school experiences. Willoughby Road Primary Academy is committed to early identification of special educational needs.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught in school.

The Equality Act (2010) defines **disability** as:

- a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

It is possible to be disabled and not have SEN, and vice-versa. It is also possible to be both disabled and have SEN.

The Code of Practice (2014) specifies four broad areas of need. In practice, individual children often have needs that cut across all these areas and their needs may change over time:

1. Communication and interaction:

Children 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. Children with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction.

2. Cognition and learning:

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties whereby they may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Some children may have disorders such as attention deficit hyperactive disorder.

4. Sensory and/or physical needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

IMPLEMENTATION: A GRADUATED APPROACH TO SEN PROVISION

At Willoughby Road Primary Academy, we recognise that there is a continuum of SEND. In line with the requirements of the SEND Code of Practice (2014) the school operates a graduated approach whereby support takes the form of a four-part cycle of assess, plan, do and review.

Assess:

All staff are involved in the identification of pupils with special educational needs. In identifying a child as needing SEND support the class teacher, working with the SENCo, will carry out a clear assessment of the pupil's needs, drawing upon the teacher's observations, assessment and experience of the pupil, their previous progress and attainment, plus learning behaviour. It will also draw upon the pupil's development in comparison to their peers, age related expectations and national data, the views and experience of the parents/carers and the pupil's own views. For higher level of need the school may access more specialised assessments via the Specialist Teacher or from external agencies and professionals. Any child suspected of having dyslexia will be assessed by the Specialist Teacher.

For a pupil to be categorised as SEND Support and in need of intervention, a range of evidence is collated and if this suggests that the pupil is not making expected progress, then the SENCo, in consultation with all stakeholders, will decide whether additional and/or different provision is required.

Plan:

Where it is decided to provide a pupil with SEND support, the parents/carers will be notified. The class teacher and the SENCo will agree, in consultation with the parent/carer and the pupil, the strategies, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

In accordance with the Code of Practice (2014) pupils identified as having a special educational need (requiring provision that is additional to, or different from, that available to all pupils) will be placed on the school's SEN record and categorised as SEND Support. Provision will be recorded using the *Delta Graduated Approach* Stage 1,2 or 3 document produced by the class teacher, in consultation with the SENCo, pupil, parents/carers and, where appropriate, external agencies. The phase forms will have a set review date, will contain clear, specific targets/learning strategies and be shared with all staff concerned.

Do:

The class teacher remains responsible for working with the child on a daily basis, for the implementation of the graduated approach stage forms and for directing support programmes and interventions. The class teacher retains responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class teacher in any further assessment of the child's particular strengths and weaknesses.

Review:

The effectiveness of the support and intervention will be reviewed at regular intervals, upon a previously agreed date. The class teacher is responsible for evidencing progress according to the outcomes recorded in the graduated approach stage forms. The impact upon the pupil's progress will be evaluated and the views of the parent/carer and pupil collected. The class teacher, in consultation with the SENCo, parent/carer and pupil will review the relevant stage form and collectively decide the next steps. The class teacher, working with the SENCo, will revise the support with reference to the pupil's progress and decide upon any changes to the support in consultation with the parent/carer and pupil. If, despite significant support and intervention, the evidence shows that insufficient progress is being made then the school may seek further guidance from outside professionals. Parents/carers and the pupil will be fully informed.

Changes in provision and support are recorded on the graduated approach stage form. If the pupil makes expected and sustained progress then it may be decided that the pupil would exit the SEND register. However, their progress will thereafter be monitored closely.

If it is felt by all involved that the school alone cannot meet the needs of the pupil then the SENCo will begin to collate evidence with a view to an application for an Education Health Care Plan. Where such a request for a statutory assessment is made, the pupil will have demonstrated significant cause for concern.

For pupils with an Education Health Care Plan (EHCP), support and progress will be reviewed annually.

In consultation with the SENCo, class teachers will make relevant access arrangements for children with SEND undertaking statutory and non-statutory assessments, for example, an application for extra time, or for visually enhanced test papers. Government guidelines will be adhered to.

TRAINING

At Willoughby Road Primary Academy, we see provision for SEND as a whole school matter, hence aim to keep **all** staff up-to-date with relevant training and developments in relation to pupils with SEND.

- The school is a member of NASEN.
- The Family Safeguarding Officer and Teaching Assistants are encouraged to undertake training and professional development. Training to date includes Occupational Therapy, Speech and Language, EAL, bereavement counselling, art therapy, drawing and talking therapy, Precision Teaching, auditory memory, phonics, Talk for Writing, guided reading, Makaton sign language, Circle of Friends, CALL (Communicative Aspects of Learning and Life), First Aid.

ROLE OF THE SENCo

The SENCo has an important role to play in determining the strategic development of SEND policy and provision in the school. The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCo oversees all aspects of provision for pupils with special educational needs including identification, assessment, classroom support, monitoring, record keeping and administration. The SENCo provides professional guidance to colleagues and works closely with staff, parents and other agencies. Key responsibilities of the SENCo include:

- ensuring the implementation of the SEND Policy in accordance with the SEND Code of Practice (2014)
- co-ordinating provision for children with special educational needs
- liaising with and advising class teachers and support staff to ensure that children with SEND have access to the full curriculum
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring that support staff are deployed appropriately in conjunction with the Principal in order to support identified pupils

- liaising with and providing information to parents of pupils with SEND on a regular basis regarding provision and support
- liaising with external agencies
- liaising with secondary schools to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- monitoring the effectiveness of SEND provision made for individual pupils
- securing relevant services for the pupil where necessary
- ensuring that the school maintains records of all pupils with SEND and that they are kept up to date
- overseeing and reviewing the records of all pupils with SEND
- reporting the progress of SEND pupils to the Governing Body

OUTSIDE AGENCIES

At times it may be necessary to consult with outside agencies for expert advice and support. The following are some of the professionals who support Willoughby Road Primary Academy:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Visually Impaired Service
- Hearing Impaired Service
- Autistic Spectrum Education Team (ASET)
- Social Services
- Looked After Children Education Service (LACES)
- Speech and Language Therapy Team
- Occupational Therapy
- St Luke's Primary Special School outreach
- Education Welfare Service
- New Horizons
- School Nursing Team
- Primary Behaviour Support
- Counselling Services
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS – formerly Parent Partnership)
- EMTAS

- Complex and Medical Needs Education Team (CAMNET)
- Localities Provision
- Play Therapy
- FaSST (Families are Safe, Supported and Transformed – formerly TFI and Family Support Service)

SEND TRANSITION

- Liaison occurs between the secondary SENCo, the school SENCo, Year 6 class teachers and Additional Needs Teaching Assistant prior to Year 7 transition.
- The SENCo and inclusion team cater for individual pupil requirements, for example, making bespoke resources, social stories and so on.
- Accompanied visits to the chosen secondary school are arranged for Year 6 SEND pupils, where appropriate, to include both pupil and parents. This is in addition to the Induction Days offered by the secondary schools.
- The Secondary SENCo will be invited to attend Year 6 annual reviews of pupils with an EHCP.
- Foundation staff liaise with pre-school providers prior to Nursery admissions in order to identify pupils with known SEND and hence plan to ensure a smooth transition into school.
- All SEND information will be forwarded to the next school when SEND pupils exit the school.
- The SENCo produces SEND overviews for each class, including, for example, area of need, support received, key staff. Class teachers liaise with the previous class teacher prior to in-house transition at the end of the academic year.
- For more complex needs we will draw on the expertise of outside specialists and/or special schools or units for new pupils transferring to our school.

SUPPORTING PARENTS/CARERS

Willoughby Road Primary Academy recognises that parents/carers hold key information about their child and the best way to support him/her. We value the home-school partnership and therefore encourage parents/carers to be fully involved with all aspects of their child's education. This is done in a variety of ways including parent consultation evenings, review meetings, informal meetings, telephone calls, letters and home-school agreements.

- The school will ensure that parents/carers and pupils are involved in all discussions and decisions about SEND provision made for the pupil. The *Delta Graduated Approach* to SEND involves parents in meetings and discussions relating to their child and SEND, from phase 1.
- The school operates an 'open door policy' whereby appointments can be made to meet with staff, via the school office (contact details provided at the end of the document).
- Parents/carers will be invited to meetings to discuss their child's progress and needs with the class teacher and other staff where appropriate, for example, the SENCo or Teaching Assistant for Additional Needs.
- The Local Offer for North Lincolnshire can be found on their designated website www.northlincslocaloffer.com. This includes information on education, health and social services available in the locality.

ALLOCATION OF RESOURCES

The school's SEND budget is used to provide support and resources for pupils identified through the SEND Code of Practice (2014) as requiring interventions additional or different from our usual differentiated curriculum.

- Teaching Assistants play a vital role in supporting pupils both inside and outside the classroom. Teaching Assistants are allocated to undertake specific programmes and interventions identified. Additionally, one Teaching Assistant is allocated a full weekly timetable specifically for Wave 3 intervention.
- Resources are purchased as and when required, for example, specialist software, published schemes for pupils with dyslexia, specialist equipment.
- Specialist services may be contracted, such as Educational Psychologist, Speech and Language Therapist, Autistic Spectrum Team, Play Therapy.

ADMISSION ARRANGEMENTS

At Willoughby Road Primary Academy, no child is refused admission on the basis of a disability, either learning or physical. The school is equipped with a disabled toilet and shower facility. We welcome visits from prospective parents/carers, by appointment via the school office.

The school's admission arrangements can be found on the school website www.wrpacademy.org.uk

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Willoughby Road Primary Academy recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs and/ or disabilities (SEND) and may have a Statement of SEND, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. (Refer to Medication Policy on the school's website).

Facilities and provision currently used in school to support pupils with physical needs include: allocation of classroom based on level of mobility, disabled toilet and shower room, specialist reclining support chair, specialist equipment when recommended by health professionals (for example, writing slope), regular liaison between the SEND Team and visiting professionals (for example, Occupation Therapist, Physiotherapist, Physical Needs Team, School Nurse) and a trained TA dedicated to implementing Occupational Therapy programs weekly.

All school staff ensure that disabled pupils are not treated less favourably than other pupils by taking the following measures:

- Knowing and understanding which children are on the school Medical Needs Register and what their specific needs are.

- Liaising with the school SEND, Pastoral and Senior Leadership Team to ensure that pupils' specific needs are met and that any changes in need or circumstances are addressed promptly and communicated to others appropriately
- Liaising regularly with health professionals, drawing on their expertise to ensure that pupils' needs are met
- All pupils with SEND are monitored closely by the SEND Team using the school provision map
- Adhering to the school Anti-Bullying Policy and taking a proactive approach to dealing with incidents if and when they arise
- Quality First Teaching ensuring that teaching is inclusive
- Ensuring that pupils with disabilities have their voice heard in relation to their needs. This can be done in a variety of ways, for example, Early Help Meetings, Personalised Learning Plans (PLPs) etc
- Available pastoral support for improving emotional and social development, listening to the views of children with SEND, implementing measures to prevent bullying

School is compliant with advice in Supporting Pupils at School with Medical Conditions 2015 available at www.gov.uk

MONITORING, EVALUATION AND REVIEW OF SEND

The school regularly monitors and evaluates the quality of provision it makes for all pupils, taking feedback from staff, parents/carers, and pupils. Quality of teaching is monitored by the Senior Leadership Team, to include sampling of pupil work. Progress and attainment data of all pupils is reviewed regularly by the class teacher and Senior Leadership Team via half termly Pupil Progress Meetings. The overall progress and attainment of SEND pupils is reviewed by the SENCo and discussed regularly with the SLT.

The SEND Policy will be reviewed annually in consultation with all stakeholders.

PARENTAL CONCERNS/COMPLAINTS

If parents/carers are concerned about any aspect of SEND provision at the school they are encouraged to contact the class teacher via the school office. Concerns or queries that the class teacher does not have the information to answer should be directed to the SENCo. Additional support and advice can be accessed through SENDIASS (formerly Parent Partnership).

The school's Complaints Policy can be found on the school website: www.wrpacademy.org.uk

FURTHER LINKS

Refer to the school website for access to other related policies: Child Protection Policy, Anti-Bullying Policy, Behaviour Policy, Accessibility Policy, Equality and Diversity Policy, Supporting Pupils with Medical Conditions.

CONTACT DETAILS:

For queries or further guidance please contact the school office to arrange a meeting with Mrs B Solly (SENCo)

Willoughby Road Primary Academy,
Willoughby Road,
Scunthorpe,
North Lincolnshire.
DN17 2NF
Telephone: 01724 842608
Email: info@wrpacademy.org.uk

SEND Jargon Buster!

ANNUAL REVIEW:

A review of a pupil's EHC plan carried out by the LA at least every 12 months.

AREAS OF NEED:

Four broad categories used to describe a pupil's SEND. They are: communication and interaction, cognition and learning, SEMH, sensory and/or physical needs

EHC PLAN:

Education health and care plan. A statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. Replacing statements and learning difficulty assessments by April 2018

EHC NEEDS ASSESSMENT:

Initial assessment, carried out by the Local Authority (LA), for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools

GRADUATED APPROACH:

A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN

DELTA GRADUATED APPROACH, STAGE 1:

Stages 1-3 graduated in need from early identification, low need to high need. Class teachers identify pupils with additional needs and begin the graduated approach.

The class teacher identifies a pupil with additional/ SEND needs and writes a plan of support and action in conjunction with parents and the pupil. This plan is reviewed after half a term (or 6 weeks). If the pupil's needs can be met at Stage 1, the plan continues and is reviewed regularly by the class teacher and parents. If the pupil's needs cannot be met at Stage 1 and additional, further support is needed, the pupil moves to Stage 2.

DELTA GRADUATED APPROACH, STAGE 2:

At this stage, the SENCo becomes involved. The SENCo will review Stage 1 documents and complete an observation of the pupil. The SENCo may offer further advice, support and/ or refer to outside agencies. Stage 2 is reviewed after half a term. Most pupils will find their needs met at Stage 1 or 2. If, after 3 cycles, a pupil has significant needs which cannot be met at Stage 2, they will be moved to Stage 3.

DELTA GRADUATED APPROACH, STAGE 3:

Pupils at this stage require a great deal of support to access the classroom environment and will, in some cases, meet the criteria for an EHC assessment/ plan.

SEN INFORMATION REPORT:

A document published on the school website, setting out the school's provision for pupils with SEND.

SEN POLICY:

Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document

SEN SUPPORT:

An overall term that refers to pupils needing special educational provision who do not have EHC plans. Replaces the previous categories of School Action (SA) and School Action Plus (SA+).

SENCO:

Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEND.

SLT:

Senior Leadership Team

SEND CODE OF PRACTICE:

Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND

WAVE 1-3 INTERVENTIONS:

WAVE 1:

Describes 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.

WAVE 2:

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

WAVE 3:

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

SEND REGISTER:

If your child is on the SEND register it means they have an additional and/ or special educational need identified by a member of school staff/ outside professional. This could be a mild learning need that is addressed through intensive interventions over a short period or this could be a significant need that requires long-term monitoring, intervention and support. Pupils can be added and removed to the register at any point during their time at school, depending on the level of need. Parents will be informed if their child is added to the SEND Register as part of the discussions around the graduated approach.

QUALITY FIRST TEACHING:

High quality, inclusive teaching ensuring that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND.

NASEN:

Nasen is the leading charitable organisation in the United Kingdom which aims to promote the education, training, advancement and development of all those with special and additional support needs.

If you are unsure about any of the processes and/ or terminology relating to special educational needs at Willoughby Road Primary Academy, please do not hesitate to get in touch and we shall try to answer your queries.