



Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	
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1. Introduction

- 1.1 Denewood Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face. The pupils at Denewood Academy receive their education on and off-site, using a range of education providers. Denewood Academy will only arrange placements for the off-site pupils at registered schools, independent schools and Nottingham County Council approved providers. This arrangement is known as the approved provider network. All providers have either a SENCo or a named SEND member of staff who is the contact point with the SENCO at Denewood Academy. For pupils who are in dual provider arrangements there will be a minimum of one SENCO.
- 1.2 The academy reintegration team work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils. This is achieved through careful placement planning and assessment.

2. Legislation and guidance

- 2.1 This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
 - d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
 - e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
 - f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
 - g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

- 3.1 The academy team strives to develop inclusive teaching environments that offer all pupils, regardless of their needs, abilities or circumstances. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- 3.2 The academy team achieve this by monitoring the personalised programmes and continue to make reasonable adjustments. These adaptations can include teaching, the curriculum, and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definition of SEND

- 4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2 They have a learning difficulty or disability if they have:
 - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
 - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
 - c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- 4.3 The four areas of need:

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">a) Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia.b) Moderate learning difficulties.c) Severe learning difficulties.d) Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning

	difficulties as well as a physical disability or sensory impairment.
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> a) Mental health difficulties such as anxiety, depression, or an eating disorder b) Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. c) Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> a) A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. b) A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles & responsibilities

5.1 The SENCO

5.1.1 The academy SENCO is Michele Picker, who holds the oversight and monitoring responsibility for SEND children that are educated onsite and within the Provider network.

5.1.2 They will:

- a) Work with the Principal and the Alternative Provision Providers to support the strategic development of the SEN policy and provision in each setting.
- b) Monitor the day-to-day operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues onsite and across the provider network, working with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support.
- d) Advise on the graduated approach to providing SEND support.

- e) Be the point of contact for external agencies, especially the local authority and its support services.
- f) Liaise with Providers to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- g) Ensure the records of all pupils with SEND are up to date.

5.2 The Local Governing Board

5.2.1 The Governing Board will ensure the duties set out in this policy are carried out effectively by the academy.

5.3 The SEND link governor/trustee

5.3.1 The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at board meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the board.
- c) Work with the Principal and SENCO to determine the strategic development of the SEND policy and provision in the academy.

5.4 The Principal

5.4.1 The Principal will:

- a) Work with the SENCO, SEND governor and trust executive members to determine the strategic development of the SEND policy and provision within the academy.
- b) Have overall responsibility for the provision and progress of pupils with SEND and/or a disability.
- c) Have an overview of the needs of the current cohort of pupils on the SEN register.
- d) With the SENCO, monitor and identify any Providers who have specific training needs regarding SEN, and incorporate this into the Provider network CPD plan.

5.5 The Staff and the Providers

5.5.1 Staff and the Providers are responsible for:

- a) The progress and development of every pupil onsite and in their offsite provision.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENCO and/or the named SEN link in each provision to review each pupil's progress and development and make reasonable adjustments as required.
- d) Ensuring provision staff follow this SEND policy.

6. SEND Information Report

6.1 Please see appendix 1.

7. Complaints

7.1 All complaints about providers or education offers that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

8. Contact details of support services for parents of pupils with SEND

8.1 Please click [here](#) for information about Nottingham City's local offer.

9. Monitoring arrangements

9.1 This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

10. Linked policies

10.1 Safeguarding & Child Protection Policy

10.2 Relationships & Positive Behaviour Policy

10.3 Concerns & Complaints Policy

10.4 Disciplinary Procedure Policy

10.5 Whistleblowing Policy

Appendix 1: SEND Information Report

<p>What kind of special educational needs are catered for in your academy?</p>	<p>The academy provides education for a range of needs across the Provider network, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech, and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
<p>How does the academy identify pupils with SEND?</p>	<p>The focus at Denewood Academy is on the early identification of additional needs. Through a range of assessments, we work with the Education Placement Team and the Provider network to develop a best fit offer within 6 days.</p> <p>For pupils educated offsite, each provision has a named member of staff who is responsible for SEND and is the link to the SENCO at Denewood Academy.</p> <p>The SENCO considers:</p> <ul style="list-style-type: none"> • Pre-transfer information from commissioning schools, including about pupils with EHCPs. • Concerns expressed by teachers, support staff and staff across the setting. • Parental and pupil voice • Cognitive Ability Tests on entry and potential for Access arrangements identified as part of the exams process. <p>On-going review activity in all settings informs progress in areas including academic development, attendance and behaviour. Further consideration is given to the individual circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.</p> <p>Throughout the duration of their placement, additional identified needs are recognised and reported by all Providers will complete an Initial Concerns Form. A meeting will be arranged between the SENCO and Providers to consider all the information gathered from within the academy.</p> <p>Parents/carers will be notified by a telephone call/letter of the meeting, where the following will be discussed:</p> <ul style="list-style-type: none"> • the pupil’s areas of strengths and difficulties • any parent/carer concerns • plan any additional support your child may receive • discuss with you, any referrals to professionals, to support your child’s learning. <p>We aim to work with the pupils and parents/carers through this process.</p>

<p>How are their needs assessed?</p>	<p>At Denewood Academy we ensure each pupil with SEND gets the support they need. Following completion of baseline assessments (CATS, NGRT, Thrive profile) on entry to the academy. The academy team combine information gathered by the SENCO and other stakeholders, including pupil and parent views to build an overview of what pupils need and what they want. Leaders use the Pupil Journey to determine the appropriate setting that will meet the pupils needs. Providers use this information to plan specific support and interventions. The academy works with external agencies including Speech and Language Therapists, Communication Autism Team and the Educational Psychologist Service to organise additional support.</p> <p>The Academy Team and the Providers are responsible for the progress and development of pupils in their setting, including the additional help offered by Teaching Assistants and other adults. High-quality teaching is adapted for pupil's needs. The quality of teaching across the provider network is regularly reviewed through our quality assurance process. The network meetings offer professional development and strategies to support, identify vulnerable pupil's and their knowledge of SEND. When a pupil is identified as having SEND, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents and pupil's needs are at the centre of all provision provided.</p>
<p>Who is the academy's SENCO?</p>	<p>Michele Picker M.Picker@denewood.raleightrust.org 0115 9151271</p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>The quality of teaching and learning is reviewed regularly to maintain a high standard of quality. There is an on-going professional development programme throughout the academic year which is designed to enhance knowledge and understanding of SEND within the academy for example:</p> <ul style="list-style-type: none"> • modelling and scaffolding the curriculum • behaviour management • de-escalation techniques • intervention • Thrive wellbeing approach • Safeguarding • using specialist medical equipment • Trauma informed practice • Identification of SEND <p>There is a designated safeguarding lead (DSL) in every provision to ensure that pupils are effectively protected from harm. The safeguarding lead ensures all staff are aware of their duty of care to keep children safe.</p> <p>The academy has strong links with external agencies such as the Autism team and Learning Support team. These agencies deliver appropriate training and support. On admission, the Academy Team and Providers are made aware of the learners with identified needs.</p>

	Providers are supported with specific strategies and interventions which best allow them to support the pupils in their provision.
What should I do if I think my child has SEN?	<p>Parents and carers are contacted regularly by the Provider and the academy team to inform them of their progress. If you have a concern regarding your child and suspect that your child has unmet needs, we encourage you to contact the alternative provision directly in the first instance.</p> <p>Should you wish to discuss your concerns further, contact the SENCO at Denewood Academy or one of the Senior Leadership Team (SLT). We will arrange to meet with you to discuss your concerns and plan how we provide further support for your child.</p>
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	The academy reviews the progress of pupils on a termly base to ensure they are on track. Providers will liaise with the academy if they feel there are any barriers to learning and will work with the SENCO to identify if the pupils need SEN support. Leaders capture the pupil voice during every visit to inform future developments. Providers and the academy conduct further assessments throughout the year to monitor progress, both academically and emotionally.
<p>How do you assess and review pupils progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>The academy monitors the overall aims and objectives set out by the Pupil Journey by the following:</p> <ul style="list-style-type: none"> • Review pupils progress towards their targets each term • Analyse the impact of interventions • Utilise provision maps to track interventions • Conduct annual reviews for pupils of SEND or EHC plans <p>The academy is committed to working in partnership with parents and carers.</p> <ul style="list-style-type: none"> • Parents and carers are contacted on a frequent basis by the Provider and the academy team. • An open-door policy for all enquiries regarding the provision offered to your child. • We strongly encourage you to contact the alternative provision directly if your child is educated offsite. Should you wish to discuss your child further, you could contact the SENCO at Denewood Academy or one of the Senior Leadership Team (SLT).
How do you consult with parents of children with SEND and involve them in their child's education?	Parents can expect to see regular information from the academy team or each provider which can be daily or minimum of termly. Pupils with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the provider and SENCO, in addition to the annual review.

<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>Providers and the academy team gather views about pupils' experiences and ambitions for the future in the following ways:</p> <ul style="list-style-type: none"> • During the induction and assessment phase we record the pupils hopes and ambitions in the Pupil Journey. • During all academy quality assurance activities with providers the team actively capture the views about pupils' experiences and record these in the evidence base. • Conduct annual survey (Spring term)
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child?</p>	<p>The teaching staff onsite and Providers have an awareness of strategies to support pupils access the curriculum and meet their individual needs. The provisions provide support and deliver interventions for pupils with EHCP targets to meet their outcomes.</p> <p>The teaching staff and the providers:</p> <ul style="list-style-type: none"> • Adapt planning to support the needs of pupils with SEND. • Use a variety of teaching styles and cater for different learning styles to allow pupils with SEND to access the curriculum. <p>The Pupil Journey is used to identify if a pupil requires interventions. Providers will continue to assess the pupils progress to identify any further barriers to learning. The providers offer a range of interventions that support pupils:</p> <ul style="list-style-type: none"> - Social and emotional development - Cognition and learning - Reading - Communication and Interaction <p>The academy provides additional specialist support from the Taskforce Team which includes Youth Offending, CGL, Counselling. and Speech and Language support.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>We will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the provision, SENCO, parents, and the child themselves. The academy team and the Provider will work with external agencies for advice and support if specialist equipment is required to meet the needs of any child.</p> <p>The Education Placement team will liaise with the SENCO and Provider to ensure there is a clear plan in place for the admission arrangements for all pupils with SEND or disabilities. This may include a multi-agency approach if required to ensure a smooth transition.</p> <p>The accessibility of the site will be incorporated into the transition plan to ensure the provision can meet the needs of the pupils.</p> <p>Adaptations to the curriculum or learning environment may be made to remove barriers to learning to meet the pupils needs such as:</p> <ul style="list-style-type: none"> • Sitting at the front of the classroom • Using enlarged resources • Use of ICT • Use of colour overlays

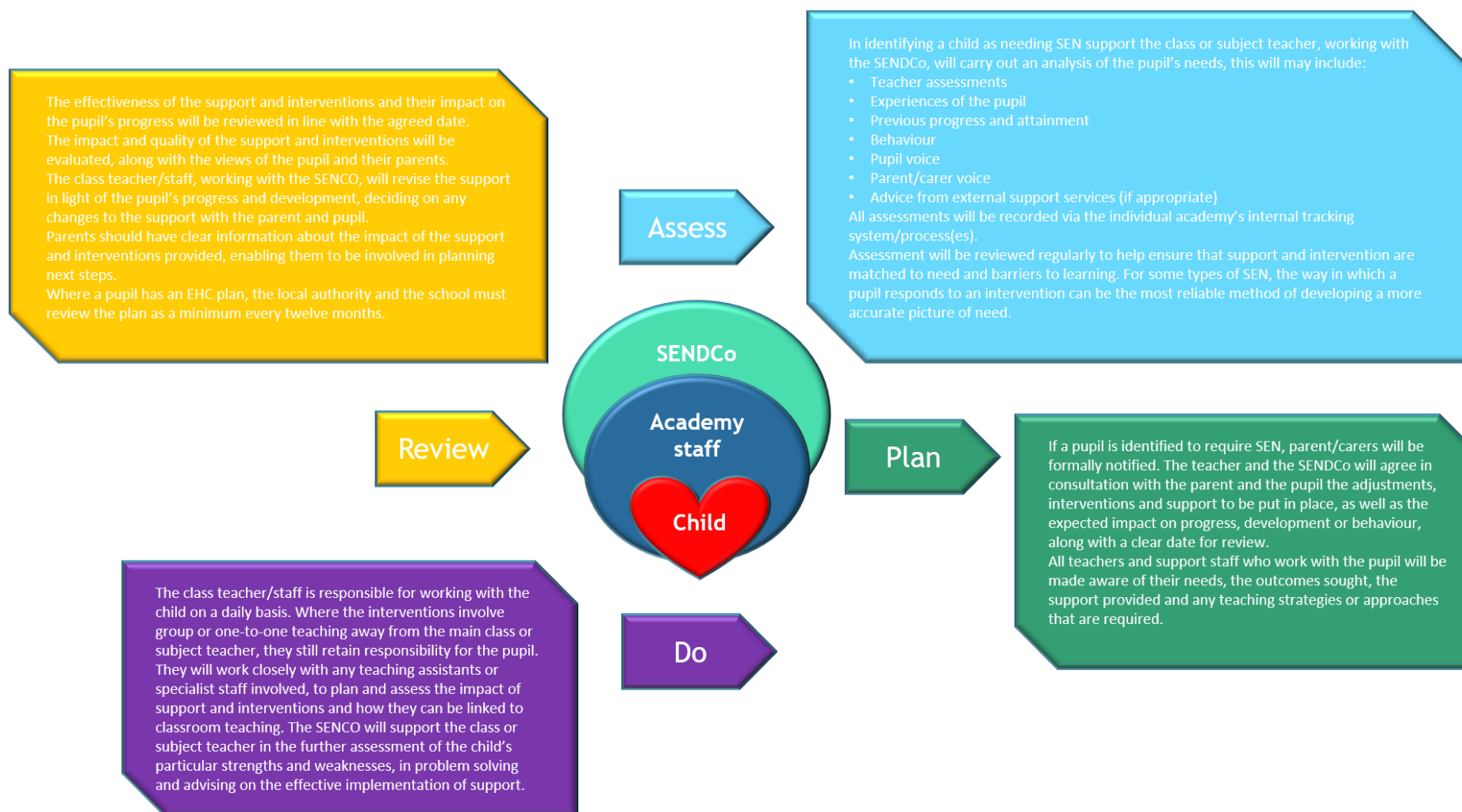
	<ul style="list-style-type: none"> • Having someone scribe the work <p>The academy team may seek further advice from a specialist professional, e.g Educational Psychologist. This will help the academy to understand your child’s needs better and provide further strategies to support them in their provision and at home.</p> <p>We aim to ensure that all SEND children enjoy the same activities as other children in their setting.</p> <p>All pupils are encouraged to go on trips and visits. We will provide the necessary support to ensure that this is successful. A risk assessment will be carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided.</p> <p>The pupils have access to personal development activities in their provisions, and they are differentiated to meet the individual child’s needs and interests. The AP network offers a range of activities depending on the type of provision such as cooking, fishing and gardening.</p> <p>The academy team will ensure all Providers are fully aware of the pupil's medical needs. The individual health care plans are reviewed throughout the year in collaboration with agencies and parents/carers. Each provider has policies in place to respond to emergencies.</p> <p>Parents/carers need to contact the Provider and the Academy Team if medication is recommended by health professionals to be taken during the school day.</p> <p>The Academy Accessibility Plan outlines further details. Leaders will ensure that the provisions have suitable arrangements in place to meet the needs of disabled pupils.</p>
<p>How do you evaluate the effectiveness of the provision for pupils with SEND?</p>	<p>The academy team evaluates its own effectiveness through a variety of processes including:</p> <ul style="list-style-type: none"> • Reviewing pupils’ individual progress towards their targets each term • Quality assurance processes that include lesson observations, looking at books and talking to the pupils. • Through pupil and parent/carer surveys • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the staff in the Providers and the academy team. • Using assessment trackers to measure progress. • Holding annual reviews for pupils with an EHCP. <p>The Principal reports on all aspects of the academy to the board. The board conduct joint visits to review the provisions with leaders throughout the year. The academy’s effectiveness in the annual review process for EHC plans and SEND plans are monitored by the SENCO and the Providers.</p>

<p>How will the academy resources be secured for my child?</p>	<p>The nature of the settings allows the staff to pupil ratio to be small. The academy team and the Providers ensure the appropriate resources, equipment and support is in place for the pupils. Providers focus on the needs of our pupils with an EHCP to ensure we can best meet the statutory requirements.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>The academy recognises that transitions can be difficult for pupils with SEND and their families and so take steps to ensure any transition is as smooth as possible.</p> <p>If your child is moving to another setting/alternative provision</p> <ul style="list-style-type: none"> • We will contact the school's SENCO/SEN link and ensure they know about any special arrangements and support that needs to be made for your child • All records about your child are passed on as soon as possible. <p>When moving classes</p> <ul style="list-style-type: none"> • Information will be passed on to the new teachers. All relevant information will be shared. • Access arrangements for examinations are organised jointly by the SENCO and Examinations Officer, Mr Sisson. Pupils must always have a history of need and any special arrangements must reflect the pupil's normal way of working. The document 'Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications' (JCQ), sets out procedure and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements. We will work with the alternative providers and the pupils to ensure exams and assessments are completed in the appropriate setting to meet the pupils needs. <p>All pupils receive careers guidance sessions which are built into the curriculum time with more focused advice to prepare for KS4. This will involve:</p> <ul style="list-style-type: none"> • Careers events from external providers • Work experience opportunities • Support with drafting CVs
<p>How do you help children and young people prepare for adulthood?</p>	<p>We help prepare children and young people for adulthood by educating them on real world skills taught through PSHE, cooking, ICT, and social skills. Many of the Providers offer work related learning such as music production and construction.</p> <p>Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training, and work for people of all ages, https://nationalcareers.service.gov.uk/.</p> <p>Parents may also wish to examine options identified in the local offer, published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.</p>

	<p>Where a pupil has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living, and participation in society.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>We provide a wide range of curriculum experiences and opportunities for pupils to participate in such as Hockey, DJ skills, Boxing, and community projects. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>All staff running trips must complete risk assessments including specific details of how to support learners with SEND. All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care Plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How do you support the well-being of children and young people?</p>	<p>We have many strategies and interventions embedded within our everyday practice to assist pupils to become aware of how they are feeling and how their choices impact on the emotional well-being of others. We have staff who can provide mentoring and support when required.</p> <p>The Taskforce team includes a qualified counsellor for one-to-one support. Providers receive an emotional development baseline on entry to plan appropriate interventions.</p> <p>The school Nurse is available for drop-in sessions, or we can refer the pupil directly.</p> <p>The Trust delivers Mental Health First Aid Training (MHFA England) to provisions and to the academy team to ensure they have the skills to support the pupils with mental health difficulties.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	<p>At Denewood Academy when a pupil continues to make less than expected progress, we will consider involving specialists or external agencies. If specialists should be involved, we seek parents' permission first. Following a meeting or an assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the pupil. If we feel a pupil needs more specialist help, we can work with the agencies such as:</p> <ul style="list-style-type: none"> • Mental Health Support Team (Nottingham) • Education Psychologist • Taskforce • Learning Support Team • The Autism Team – Nottingham • Speech & Language Therapist • Youth Offending Support

	<ul style="list-style-type: none"> • CGL • Counselling – Base One (Nottingham)
<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>Parents and carers are contacted on a frequent basis by the Provider and/or the Denewood SENCO to inform them of their progress. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact the Provider directly for offsite pupils. Should you wish to discuss your concerns further, you could contact the SENCO at Denewood Academy or one of the Senior Leadership Team (SLT). If you are still not satisfied with how your concern has been dealt with then our Principal will investigate.</p> <p>If you have concerns about your child that have not being addressed by the SENCO, you should contact the Principal in line with our complaints policy. A copy of the policy can be found on the academy website.</p>

Appendix 2: Graduated Approach



10.1. Whole-Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2: Targeted intervention offer	Wave 3: Specialist (External) intervention offer
Social, Emotional, Mental Health and Behavioural	<p>Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future.</p> <ul style="list-style-type: none"> • Inclusive environment • Small classes with a high staff ratio • High quality teaching • Positive behaviour support • Access to support staff • Regular check-ins • Positive classroom environment • Peer support • Effective communication • Access to resources • Promoting resilience • Regular review and evaluation • SEMH Profiling • Pen Pictures • Pupil Logs • Family involvement and support • Sensory rooms and facilities 	<p>Wave 2 SEMH provision aims to provide a more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success.</p> <ul style="list-style-type: none"> • SEMH Profiling + • Personalised SEMH plans • Pupil on a page • Small group interventions • Regular progress monitoring • Personalised strategies • Regular reviews of targets 	<p>Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Access to external specialists • Intensive 1:1 support or small group work support • Multi-Agency collaboration • Transition planning. • Regular progress monitoring • AP Taskforce (C) • Behaviour Specialist Sessions • Regular review of targets

<p>Cognition and learning</p>	<p>Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Adapted curriculum. • Small classes with a high staff ratio • Dyslexia screening • Identification and assessment 	<p>Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2:</p> <ul style="list-style-type: none"> • TA allocation. • Academic intervention groups • Adapted resources. • Adapted curriculum. • 	<p>Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3:</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists
	<ul style="list-style-type: none"> • Varied instructional strategies, including visual and auditory strategies to cater to diverse learning preferences. • Quality feedback • Regular assessment and monitoring • Accessible learning resources • Collaborative planning • Parental engagement • Professional development • Regular review and adaptation • Regular team meetings 	<ul style="list-style-type: none"> • Additional instructional time • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies 	<ul style="list-style-type: none"> • Small-group interventions • Adapted curriculum. • Adapted materials • High staff-to-pupil ratios • Collaboration with parents and families • Regular review and progress monitoring • Transition planning. • Multi-Agency collaboration • Progress meetings

Speech, Language, Communication & Interaction	<p>Wave 1 for speech, language, communication and interaction provision aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1:</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction. • Positive communication environment • Supportive classroom strategies • Regular assessment and monitoring • Teacher collaboration • Parental engagement • Professional development • Regular review and adaptation 	<p>Wave 2 speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions.</p> <ul style="list-style-type: none"> • Identification and assessment • Small group interventions • Speech and language therapy • Social communication interventions • Visual support for communication • Regular progress monitoring • Collaboration with parents and families • Specialist training for staff • Regular review meetings • Communication and Interaction TA 	<p>Wave 3 speech, language, communication and interaction provision is designed for the most complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists and agencies • Intensive and regular speech and language therapy • Regular progress monitoring • Collaboration with parents and families • Professional development for staff • High staff-to-pupil ratios
Sensory & Physical	<p>Wave 1 sensory and physical needs provision aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit</p>	<p>Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and</p>	<ul style="list-style-type: none"> • Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the

	<p>all pupils, regardless of their sensory or physical abilities.</p> <ul style="list-style-type: none"> • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Adaptive seating • Family engagement • Regular review and adaption • Professional development 	<p>independence required to fully participate in the educational experience.</p> <ul style="list-style-type: none"> • Identification and assessment • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meeting • Communication and mobility support • Positive behaviour support • Professional development for staff • Regular review meetings 	<p>unique and severe sensory and physical needs of pupils, with the goal of enhancing their independence and overall quality of life.</p> <ul style="list-style-type: none"> • Specialist assessment and referral • Collaboration with external specialists • Accessibility physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Transition planning • • •
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