

Graduated Approach (Assess, Plan, Do, Review)



Waves of Intervention

Area of Need	<p align="center">WAVE ONE (Universal Provision)</p> <p align="center">Inclusive strategies for ALL learners embedded in QFT</p>	<p align="center">WAVE TWO (In addition to universal provision)</p> <p align="center">Targeted interventions and support for some learners</p>	<p align="center">WAVE THREE (In addition to universal provision and targeted interventions)</p> <p align="center">Specialist support for a FEW learners</p>
<p>Cognition & Learning</p>	<ul style="list-style-type: none"> • Quality first teaching and graduated approach throughout school • Differentiated curriculum planning, activities, delivery & outcomes • Learning objectives and success criteria clearly communicated • AFA equipment and trays in all classrooms for differentiated support • Use of ICT: whiteboards, laptops, ELMO • In-class targeted teacher support • In-class Teaching Assistant support within class teaching (deployed with a priority in English, Maths and Science) • Pre-teaching of vocabulary and concepts • Group/ individual guided reading with class teacher or teaching assistant • Collaborative and self-assessment • Learning style awareness – visual, auditory, kinaesthetic approach • Provision of outdoor learning environment and outdoor classroom • Access to homework club and “Show my Homework” • Access to lunchtime clubs • Access to extra-curricular activities • Educational trips and residential trips • Whole school policies: Teaching and learning, SEND policy • Reporting to parents at Year 6 Settling in Evening and Parents Evening • Written annual report 	<ul style="list-style-type: none"> • In-class additional target teacher support • In-class additional Teaching Assistant support within class teaching (small group or individual) • Materials in classrooms for students with Specific Learning Difficulties (SpLD) • Staff trained to support students with SpLD, including training in Worcestershire Dyslexia Pathway materials. • Opportunities for over learning • Additional interventions discussed in staff meetings to address lack of progress/barriers to learning • Consultation with Maths subject lead, English Subject lead, Pupil Premium coordinator and SENCO to determine intervention/ level needed • Targets set for interventions and outcomes agreed shared with teachers and teaching assistant providing intervention • Targets shared with pupils and parents • Additional use of visual and practical resources • Impact of intervention measured 	<ul style="list-style-type: none"> • Pupil placed on the Special Needs register • Parents informed of continual needs and next steps for Special Needs support • Assessments, advice and recommendations from outside agencies • Advice and support from the class teacher from the SENCO and teaching assistants • Individual SEND plans and passports written with SMART targets (Specific, Measureable, Achievable, Realistic, Time) • Core homework option available • Specialist teaching assistant interventions (one-to-one or small group support) for reading, reading comprehension spelling and maths. • Review of provision with parents, class teacher, SENCO and involved agencies at least termly • Additional use of special needs resources • One-to-one provision by teaching assistants for pupils with EHCP • Annual review for pupils with EHCP • Views of families and pupil reflected in Pupil plans and passports

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<p>Communication & Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words on working wall and on spelling lists (AFA resources) • Structured school and class routines • Use of visuals/ICT to make learning more visual • Talking partners and seating plans • ‘No hands up’ approach to answering questions • Staff trained to implement strategies and support students on the autism spectrum 	<ul style="list-style-type: none"> • Visual timetables • Visual cues • Support by trained Language and communication Teaching Assistant • Interventions to support social engagement and communication 	<ul style="list-style-type: none"> • Intervention groups by trained Language and Communication teaching assistant (SLCN) • ‘Talkabout’ programmes • Involvement of outside agencies: speech & language therapy (SALT), Learning Support Team (LST)
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Consistent, behaviour for learning policy based on rights, rules, responsibilities and encouraging good choices • Whole school rules, rewards and consequences: sanctions, housepoints, certificates, postcards, raffle tickets • Clear, consistent whole school expectations and aspirations • Homework planner • Time out to reflect on incidents • Calming location/areas provided for pupils that require them • Social and emotional aspects of learning (SEAL) • Trained lunchtime supervisors • Policies: Behaviour, Anti Bullying, Safeguarding, e-Safety • Whole school CPD programmes including training to support successful social, mental and emotional pupil development • Bereavement support • Training of staff on Manual Handling from the Positive Behaviour Team 	<ul style="list-style-type: none"> • Small group intervention programmes to support pupils in developing self-regulation/self-management skills e.g. Elevenses club • Interventions to support social engagement and communication • Individual rewards charts • Monitoring by form tutor • Prompt and reminder cards, task organisers • Time out • Peer mentoring 	<ul style="list-style-type: none"> • Pupil Support Course (PSC) led by the SENCO and teaching assistant • Mentoring delivered by trained teaching assistant • Play therapy • Pastoral Support Plans (PSP) in place to meet need of pupils • Educational Psychologist assessment, advice and recommendations • Child and Mental Health Service (CAMHS)-assessment, advice and recommendations • Referrals made to Early Help • Medical Educational Team intervention for pupils diagnosed as too ill to attend school • Parental support from Parent Engagement Advisor • Alternative provision intervention in place for pupils at risk of permanent exclusion • Involvement of outside agencies: Pupil Referral unit

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Sensory/ Physical/ Medical	<ul style="list-style-type: none"> • Staff are aware of needs/ impairment/ disability/ medication of emergency treatment or procedures. Communication to all key staff and office staff. • Sound Field to assist hearing impairment in classrooms • Favourable seating plans identified by staff • Pupils made aware of safety measures in Science labs/Technology rooms • Whole staff training for emergency training e.g. EpiPen use • Appropriately trained staff e.g. First Aiders • Administration of medicines/ procedures. E.g. consent forms filled in by parents • Bathroom management facilities • Risk-assessments completed as appropriate e.g. off-site visits 	<ul style="list-style-type: none"> • Training for named staff for administration of medication e.g. insulin • Staff follow recommendations from medical team • Specialist pencils, pencil grips, laptops, writing slopes 	<ul style="list-style-type: none"> • Involvement of outside services for advice and recommendations: school nurse, GP, Paediatrician, occupational therapist, hearing visual impairment team etc. • Access arrangements for examinations applied e.g. scribe
Transition to and from school	<ul style="list-style-type: none"> • Open evening for prospective parents • Information evening in July for new parents • Transition visits at the end of summer term for all pupils moving to BHA • Visits from staff from feeder High School • Visits from former pupils from feeder High School • Exchange of data • Open evenings at High School for year 8 Pupils • Transition visits at the end of summer term for all pupils moving from BHA 	<ul style="list-style-type: none"> • Additional visits to school on request • Vulnerable learner visits led by teaching assistants • Teaching assistant visits to First Schools to speak to SENCO/class teachers • Additional visits to High School accompanied by Head of Year, SENCO and Teaching Assistant • Support to parents in liaising with High School to discuss concerns and provision • Exchange of SEND data 	<ul style="list-style-type: none"> • Pupil Support Course (PSC) in summer term for most vulnerable Year 8 students with concerns • Additional visits to High School