

**Early Identification of Need** can come about through a variety of ways: *provide school's description e.g...*

- *For children starting in EYFS2, strong links with Early Years providers are established between the INCO and EYFS teacher to ensure all relevant information is passed on.*
- *Attainment data at the collection points at the end of each term and at Pupil Performance meetings if a pupil is not making expected progress*
- *Holistic pupil progress; supported by good engagement with Parents and families.*
- *Concerns raised by Parents or carers, or other external agencies who are involved with a pupil and/or their family.*
- *Staff training; following professional development staff are more aware of indicators of additional need.*
- *Learning walks and lesson observations, including scrutiny of pupil's work, by SLT, subject leaders or the INCO.*

### **Description of Provision at Southway Primary School 2023-24**

At Southway Primary School, we adopt a Graduated Response to provision for our SEND learners. Please visit <https://westsussex.local-offer.org> for further information.

| Wave 1 (Universal)   | Wave 2 (Targeted)   | Wave 3 (Specialist)  |
|--|---|--|
| Quality First 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. | 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.<br><br>Interventions recorded on Provision Map (Edukey) | 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 specialist interventions from outside agencies.<br><br>Interventions recorded on Provision Map (Edukey) |

## Communication and Interaction

SEN Code of Practice (DfE, 2015)

6.28 – Children with speech, language and communication needs have difficulty 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 rules of social communication. The profile for every child with SLCN is different and their needs may change over time.

6.29 – Children with ASC are likely to have particular difficulties with language, communication and imagination, which can impact on how they relate to others.

| Wave 1 (Universal)   | Wave 2 (Targeted)  | Wave 3 (Specialist)  |
|--|--|--|
| <p><i>Differentiated curriculum planning, activities, delivery &amp; outcomes e.g. Modelled and scaffolded activities, simplified language, prompts and resources on visual timetables, word lists, key vocabulary. Careful explanation of new vocabulary.</i></p> <p><i>Structured school &amp; class routines</i></p> <p><i>Use of visual prompts/ICT to make learning more visual</i></p> <p><i>Classroom arrangements promote good communication opportunities i.e. Talking</i></p> <p><i>Partners and collaborative group work</i></p> <p><i>Visual timetables</i></p> <p><i>Focused small group support on a “needs-led” basis</i></p> <p><i>Opportunities for talk outside of lesson time i.e. clubs, lunchtimes etc</i></p> <p><i>Peer and adult support</i></p> | <p><i>Increasing differentiation at both input and output</i></p> <p><i>Flexible adult support on a “needs-led” basis</i></p> <p><i>Pre teaching of key vocabulary.</i></p> <p><i>A “narrative approach” small group for some aspects of learning</i></p> <p><i>Simplification of learning resources</i></p> <p><i>Seating plan and classroom environment takes account of learning needs</i></p> <p><i>Explicit teaching of particular social concepts, including the use of social stories</i></p> <p><i>Additional ICT strategies</i></p> <p><i>Supporting verbal instructions with visual aids</i></p> | <p><i>An individual visual timetable or/and use of Now/Next boards</i></p> <p><i>Social stories / Comic Strip conversations</i></p> <p><i>Support from a teaching assistant / member of the Inclusion Team at points throughout the day.</i></p> <p><i>A communication plan written by the Speech and Language Therapy Service.</i></p> <p><i>An Individual Education Plan which sets personal targets on a regular basis</i></p> <p><i>Use of signs or symbol systems such as Picture Exchange System (PECS) if needed (primarily EYFS)</i></p> <p><i>Other outside agencies, such as Autism and Social Communication Team, if required.</i></p> <p><i>Access to a learning environment where social demand is less for part of the day</i></p> <p><i>A high level of supervision</i></p> |

|   |  |  |
|---|--|--|
| <i>Special arrangements in place for assessments, if required</i> |  | <i>A highly structured and individualised learning programme</i><br><br><i>Inclusion in our Alternative Resource Provision</i> |
|---|--|--|

## **Cognition and Learning**

SEND Code of Practice (DfE, 2015)

6.30 – Support for learning difficulties 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) through to profound and multiple learning difficulties (PMLD), such as Down’s syndrome.

6.31 – Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

| <b>Wave 1 (Universal)</b>   | <b>Wave 2 (Targeted)</b>   | <b>Wave 3 (Specialist)</b>  |
|---|--|---|
| <i>Appropriately differentiated curriculum taking into account individual learner’s needs</i> | <i>Increasingly differentiated curriculum including activities and/or materials.</i> | <i>Support from a teaching assistant at points throughout the day.</i>                    |
| <i>Groupings and seating arrangements that facilitate learning</i>                            | <i>Extended opportunity to learn through play for some key pupils.</i>               | <i>An Individual Education Plan which sets personal targets on a regular basis</i>        |
| <i>Careful consideration of language used</i>   | <i>Seating arrangements consider learner’s needs</i>                                 | <i>Other outside agencies, such as Learning and Behaviour Advisory Team, if required.</i> |
| <i>Whole school environment takes account of learning needs i.e. illustrated signs</i>        | <i>Careful adult support to promote and facilitate independent learning.</i>         | <i>A structured and safe learning environment</i>   |
| <i>A multi-sensory approach is used across the curriculum</i>                                 | <i>Alternative recording methods.</i>  | <i>A high level of supervision</i>  |
| <i>Use of technology for recording purposes</i>   | <i>Visual timetable</i>  | <i>A highly structured and individualised learning programme</i>                          |
| <i>Pictorial, concrete and practical materials are available.</i>                             | <i>Coloured overlays for pupils with visual stress</i>                               | <i>Inclusion in our Alternative Resource Provision</i>                                    |
|   | <i>Movement breaks may be built into the day</i>                                     | <i>Daily home-school communication</i>  |

|  |   |   |
|--|---|---|
| <p><i>Tools to support and scaffold learning are available i.e. word mats</i></p> <p><i>Range of resources in classrooms to support learning i.e. pencil grips, writing frames, word lists, coloured overlays, manipulatives for maths etc.</i></p> <p><i>Special arrangements in place for assessments, if required</i></p> | <p><i>Opportunities for pre-teaching and over-learning</i></p> <p><i>Individuals and/or small groups follow evidence based intervention programmes such as Precision Teaching, Shine Interventions.</i></p> | <p><i>Explicit teaching of independent learning skills using learning tools such as ICT, visual timetable/prompts, alternative recording methods etc.</i></p> <p><i>Inclusion in our Alternative Resource Provision</i></p> |
|--|---|---|

## Social, emotional and mental health

SEND Code of Practice (DfE, 2015)

6.32 – Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression. Other children may have disorders such as ADD, ADHD or attachment disorder.

| Wave 1 (Universal)   | Wave 2 (Targeted)   | Wave 3 (Specialist)  |
|--|---|--|
| <p><i>Positive relationships with staff and peers.</i></p> <p><i>Environmental adaptations to keep children safe including a safe space when children are finding it difficult to regulate their emotions.</i></p> <p><i>Effective seating plans are being used.</i></p> <p><i>Consistent behaviour management is used by all staff, especially reinforcement of positive behaviour.</i></p> | <p><i>Access to programmes that support and develop social and emotional learning (SEAL / ELSA)</i></p> <p><i>An adapted curriculum or activities at points during the week</i></p> <p><i>Adaptations to the learning environment to reflect and support needs</i></p> <p><i>Supportive arrangements for break/lunch times (Courtyard Club)</i></p> <p><i>Risk assessments and Safety &amp; Support Plans completed</i></p> | <p><i>Highly modified learning environment and timetable</i></p> <p><i>A high level of adult support, including care and supervision.</i></p> <p><i>Staff trained in supporting pupils with challenging behaviour (Team Teach)</i></p> <p><i>Access to identified key adult(s)</i></p> <p><i>Support from outside agencies such as ASCT, CHMLS, MHT, CAMHS</i></p> |

|   |  |  |
|---|--|--|
| <p><i>Meaningful rewards and sanctions in use, including visual prompts.</i></p> <p><i>Appropriate differentiation of the curriculum.</i></p> <p><i>RSHE scheme provides opportunity for social and emotional development.</i></p> <p><i>A flexible approach to different behaviours</i></p> <p><i>Timetabled P.E. and Dance lessons for physical activity.</i></p> <p><i>Structured routines and use of visual timetable</i></p> <p><i>An adult to talk to when needed</i></p> |  | <i>Inclusion in our Alternative Resource Provision</i> |
|---|--|--|

### **Sensory and/or Physical needs**

SEND Code of Practice (DfE, 2015)

6.34 – Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and fluctuate over time. Many children with vision impairment or hearing impairment will require specialist support and/or equipment to access their learning.

6.35 – Some children with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

| <b>Wave 1 (Universal)</b>   | <b>Wave 2 (Targeted)</b>  | <b>Wave 3 (Specialist)</b>  |
|---|---|---|
| <i>Curriculum differentiation that takes account of individual pupil needs.</i> | <i>Access to additional teaching in small groups or on an individual basis.</i> | <i>Advice from specialist teachers of the deaf or visually and physically impaired, if required</i> |
| <i>Frequent and sensitive monitoring of a pupils' understanding.</i>            | <i>Additional and differentiated resources.</i>                                 | <i>Building access arrangements/equipment i.e. accessible toilet, access to school building</i>     |

|  |   |   |
|--|---|---|
| <p><i>Use of clear and precise instruction with repetition and review built in.</i></p> <p><i>Follow any medical advice given for the pupil</i></p> <p><i>Awareness of the classroom environment i.e. sensory overload.</i></p> <p><i>Grouping strategies promote independent and supported learning.</i></p> <p><i>Access to appropriate equipment i.e. pencil grips, adapted scissors, writing slope etc.</i></p> <p><i>Consideration of the position of the class teacher, board, tables.</i></p> | <p><i>Advice from specialist teachers of the deaf or visually and physically impaired, if required</i></p> <p><i>Use of appropriate ICT</i></p> <p><i>Access arrangements for assessments</i></p> <p><i>Movement/sensory breaks built into the day</i></p> <p><i>Use of our Sensory room/Sensory dance sessions</i></p> <p><i>Specialist equipment for sensory processing i.e. ear defenders, wobble cushions</i></p> <p><i>Opportunity to learn keyboard skills</i></p> <p><i>Fine and gross motor skill interventions</i></p> <p><i>Alternative arrangements for lunch/break times</i></p> <p><i>Alternative recording methods i.e. ICT</i></p> <p><i>Emergency evacuation plans/risk assessments</i></p> | <p><i>Staff trained in moving and handling</i></p> <p><i>Access to a quiet area for specialist teaching</i></p> <p><i>Access to specialised resources, if required</i></p> <p><i>High level of adult support to aid delivery of individualised learning.</i></p> <p><i>Specialist equipment recommended by OT i.e. chairs, seating</i></p> <p><i>Occupational Therapy and Physiotherapy programme facilitated, with adult support where necessary</i></p> <p><i>Involvement of community nursing service and an Individual Health Care Plan written and regularly reviewed.</i></p> <p><i>Inclusion in our Alternative Resource Provision</i></p> |
|--|---|---|