

The Graduated Response at All Saints'

All children will receive high-quality inclusive teaching.

This is known as WAVE 1

Some children may need extra support, time-limited intervention and the impact of this measured.

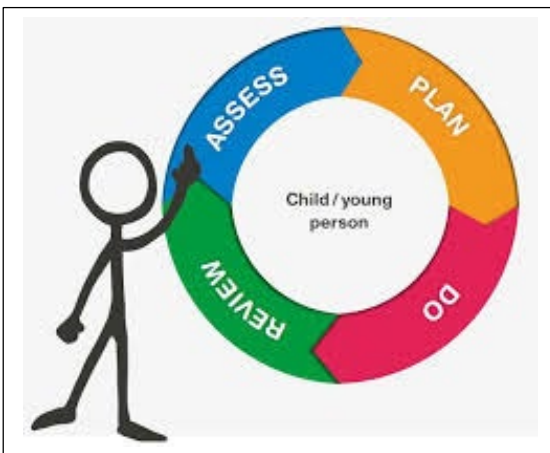
This is known as WAVE 2

Few children may need support from SENDCo and other professionals, individual strategies and tailored programmes.

This is known as WAVE 3

Our provision at any wave may include additional adult support, specific strategies or intervention programmes.

Outside Agency Support that we may access at wave 2 or 3 could include: Educational Psychologist, School Counsellor, Physiotherapist, Occupational Therapist, Speech and Language Therapist, SENDAT Outreach, Family Services, Sharing Parenting Practitioners, School Nursing Team, CAMHS, Wellbeing Hub and NHS staff. This list is not exhaustive and more information can be found in our School Offer.



All Teachers are Teachers of children with SEND. There are four categories of need.

COGNITION & LEARNING NEEDS at All Saints'

WAVE 1 ALL children will receive:

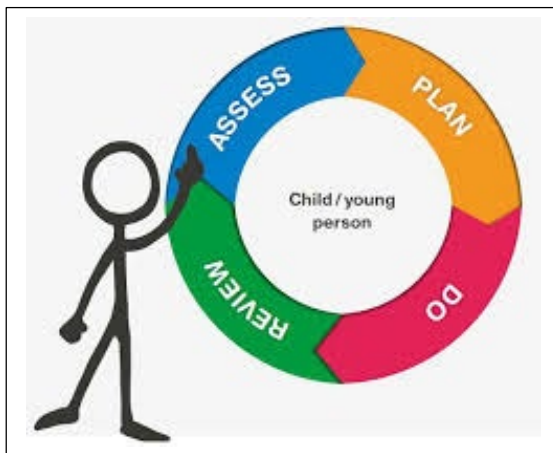
Differentiated learning opportunities, teacher and teaching assistant support, modelling, phonics, broad and balanced curriculum, carefully considered seating arrangements, consideration of different learning styles, high expectations from staff, concrete resources, opportunities for practical and active learning, opportunities to work in pairs, groups and mixed ability, high quality resources, access to after school clubs, rewards, access to ICT, opportunities for outdoor learning and more.

WAVE 2 SOME children will receive:

Access to small group work and support, task cards, check lists, visual timetables, opportunities for pre and post teaching, booster groups, support for EAL strategies, STILE tile work, additional reading with an adult and scaffolded learning.

WAVE 3 FEW children will receive:

1:1 intervention (listed in our local offer), precision teaching, access to 1:1 adult support, individual timetable, personalised curriculum, use of workstation, use of own ICT equipment and technology to support learning and TEACCH structured approach.



COMMUNICATION & INTERACTION NEEDS at All Saints'

WAVE 1 ALL children will receive:

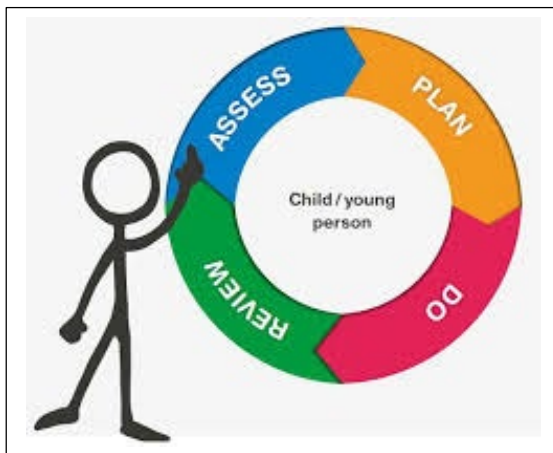
Differentiated learning opportunities, teacher and teaching assistant support, modelling, phonics, broad and balanced curriculum, carefully considered seating arrangements, consideration of different learning styles, high expectations from staff, concrete resources, opportunities for practical and active learning, opportunities to work in pairs, groups and mixed ability, high quality resources, access to after school clubs, rewards, access to ICT, opportunities for outdoor learning and more.

WAVE 2 SOME children will receive:

Access to small group work and support, task cards, check lists, visual timetables, opportunities for pre and post teaching, booster groups, support for EAL strategies, STILE tile work, additional reading with an adult, scaffolded learning, language for thinking, time to talk, talk boost, EAL group and social stories.

WAVE 3 FEW children will receive:

1:1 intervention (listed in our local offer), precision teaching, access to 1:1 adult support, individual timetable, personalised curriculum, use of workstation, use of own ICT equipment and technology to support learning, TEACCH structured approach, attention autism, intensive interaction, ELKLAN sessions, communication systems eg: PECS.



SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS at All Saints'

WAVE 1 ALL children will receive:

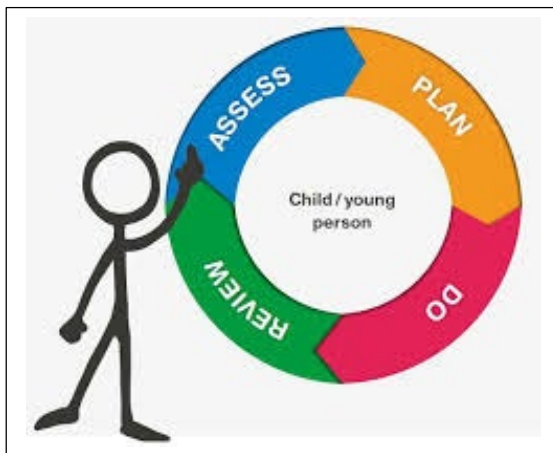
Differentiated learning opportunities, teacher and teaching assistant support, modelling, phonics, broad and balanced curriculum, carefully considered seating arrangements, consideration of different learning styles, high expectations from staff, clear rules and boundaries, concrete resources, opportunities for practical and active learning, opportunities to work in pairs, groups and mixed ability, high quality resources, access to after school clubs, rewards, access to ICT, opportunities for outdoor learning, collective worship, PSHE programmes, E-safety lessons, a positive learning environment and more.

WAVE 2 SOME children will receive:

Access to small group work and support, opportunity to talk, pastoral check-ins, identified calm space, brain breaks and physical breaks, Lego therapy, drawing and talking therapy and social skills group therapy with school counsellor, family support worker involvement.

WAVE 3 FEW children will receive:

Calming/ fiddle toys, time-out cards, key adult mentor, daily pastoral check ins, meet and greets, individual behaviour plan and risk assessments, home/school books and communication, individual reward system, visual cues and strategies, 1:1 therapy and counselling, further family support worker input.



SENSORY & PHYSICAL NEEDS at All Saints'

WAVE 1 ALL children will receive:

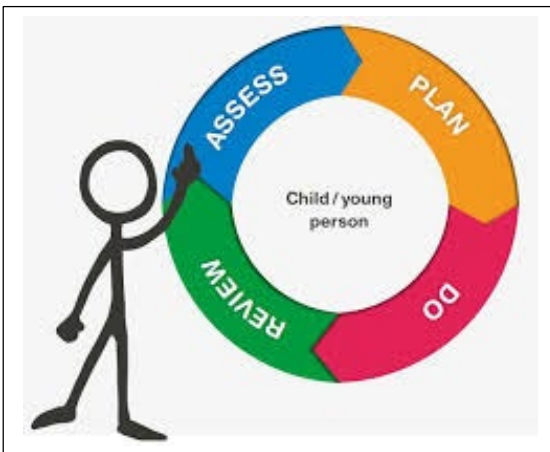
Differentiated learning opportunities, teacher and teaching assistant support, modelling, phonics, broad and balanced curriculum, carefully considered seating arrangements, consideration of different learning styles, high expectations from staff, clear rules and boundaries, concrete resources, opportunities for practical and active learning, opportunities to work in pairs, groups and mixed ability, high quality resources, access to after school clubs, rewards, access to ICT, opportunities for outdoor learning, collective worship, PSHE programmes, E-safety lessons, a positive and accessible learning environment, use of aids encouraged and access to writing support eg: pencil grips.

WAVE 2 SOME children will receive:

Access to small group work and support, planning support for work, task cards, checklists, flowcharts, coloured overlays, additional time given, use of technology, specialist equipment eg: scissors. gym trail, handwriting practise, touch-typing games and practice, fine motor skills work, dough disco and muscle strengthening activities.

WAVE 3 FEW children will receive:

Access to 1:1 adult support in the classroom, use of ICT equipment to access learning and assistive technology as required, resources such as writing slopes, fiddle toys, wobble boards etc, sensory equipment eg: chews, weighted blankets, ear defenders, scribe for writing, gym trail, physio programmes, write from the start, sensory circuits, nesy fingers, dance mat typing games.





Stage 1 : CYP not making expected progress

Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.



Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The ADPR cycle then starts again with the updated information.



Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Health Care Needs Assessment



For more information and resources, visit:

www.suffolklocaloffer.org.uk

www.sendgateway.org.uk

www.suffolksendiass.co.uk

www.spcn.org.uk

www.schoolschoice.org

[SENDIASS Training](#)

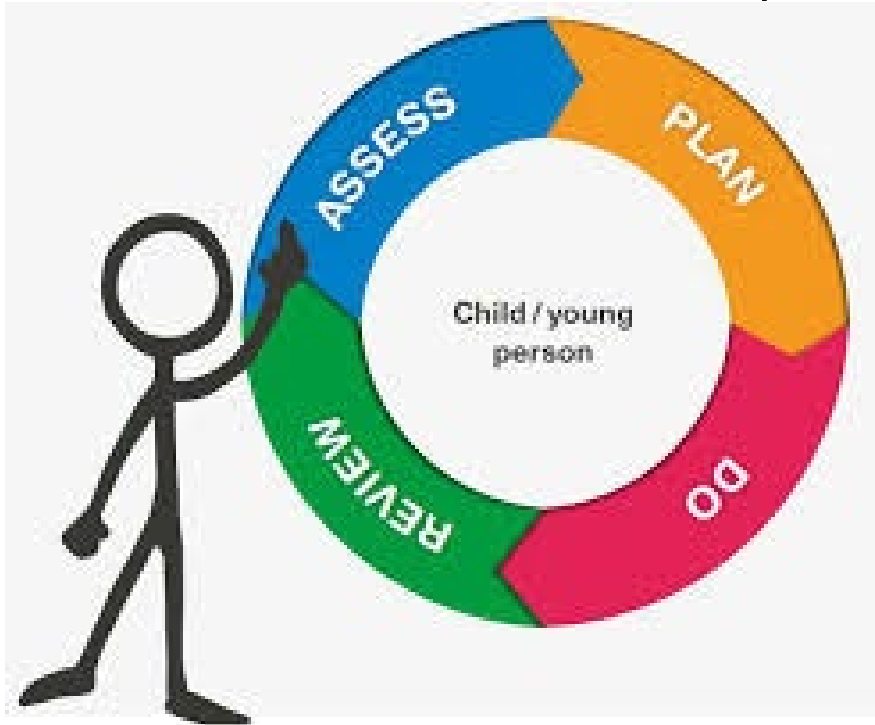
[SEND Code of Practice \(2015\)](#)

www.nasen.org.uk

[SCC Inclusion Referral Form](#)

*We have used CYP to indicate children and young people aged 0-25

our Graduated response approach as this flow chart details.



- The child is always at the centre of what we do.
- Strategies for meeting individual needs are refined each time cycle is followed as we have a growing understanding of the child's needs, the approaches that work, support that is most effective and how to get better outcomes for each individual child.
- Our hope is that parents will be engaged throughout this cycle too as their views are of paramount importance.

Calendar SEND 2020-2021

September 2020

- Initial Baseline assessments
- Take time to read SEND files of children in class
- Begin to create the iPassports and set targets, talk to child to fill in houses and one-page profile

- Share passports with parents and get them signed
- Are your TAs aware of the child's needs? Have they read the files?

The timings of the assess-plan-do-review cycle can be flexible. For example, you may want a short burst intense intervention for a period of a month and then review or you may like to do this half termly or over a period of 10 weeks say. But the expectation is that at least 3 cycles of this is completed every academic year. We cannot apply for further support from Suffolk and agencies without the evidence that APDR is not working. Update the documents as necessary.

July 2021

- Final assessments
- Fill in outcomes page – has this child achieved their targets for the year?
- Transition hand over to the next teacher
- Has this child had any additional adults work with them that you might add to their iPassport before passing this on to their next class teacher.

Documents to Support you:

- Learning made easier strategies guide book
- Graduated Response wave grids
- SEND Checklists
- iPassport templates
- SEND Policy
- SEND Local Offer
- SEND Referral Form