How will my child with Special Educational Needs or Disabilities be supported at Wrekin View?

Initially concerns may come from class teachers or parents. A conversation will take place between both parties, sharing these concerns before beginning at Wave 1 on the pathway of additional need and agreeing next steps.

**Wave 1**

At the first stage the class teacher delivers quality teaching direct to all pupils with small adaptations made to ensure all pupils can access the curriculum. This may include:

* Revisiting previously taught concepts and building on from where the pupil is at.
* Delivering new learning in small chunks to reduce memory overload.
* Providing opportunities to overlearn the new concepts, in different contexts.
* Checking in with the pupil to ensure he/she understands what to do and what is expected of them. Support is offered to address misconceptions.
* Using models and visual prompts to aid the pupil.
* Enlarging the text or simply reducing the amount of text presented at any one time.
* The use of an individual whiteboard to give answers visually or to record words or questions of importance.
* The use of maths equipment to aid calculations
* Planning for opportunities to try new things in a ‘safe’ space.
* Considering where the pupil sits in the class

In addition, class teachers will be constantly observing pupils, offering feedback on their work and making use of termly assessments.

If, after a minimum of 6 weeks, there is limited impact upon using at least 3 of the above strategies, then the class teacher would speak with the SENDCo (Mrs Preston) and complete a concerns sheet for her, outlining concerns and strategies tried. It may be recommended that Wave 1 strategies are continued for longer or a move to Wave 2.

**Wave 2**

Wave 2 is begun if the strategies tried at Wave 1 have not reduced concerns or begun to close the gaps in learning. Parents and teachers will review the situation and agree the next stage. This may include adding the pupil to the SEND register. At this point each pupil will receive an individual provision map, completed termly and shared with parents and pupils. Wave 2 is expected to last a minimum of a term and may include 1 or more of the following:

* Direct intervention from the class teacher or a learning support practitioner that is above what the majority of the class receive. This will often happen within the classroom and may be 1:1 or within a small group. Frequency will vary but should be occurring at least twice a week, in most cases.
* Providing the pupil with specialised equipment eg. pencil grip, sloped board, coloured overlay.
* Targeted support from within school from specially trained staff. This could include issues relating to mental health and well-being, bereavement, friendship issues or having English as an additional language.
* Targeted booster group work in 1 or more curriculum areas.
* Assisted technology to increase access to the curriculum.

The majority of pupils will have their needs met at Wave 1 or 2 and will continue to receive support at this level as they move through school and gaps in learning continue to shrink.

A very small proportion of pupils will need to access some specialist support from an external provider. The class teacher, parents and SENDCo will meet to discuss if this is considered appropriate and an agreed plan of action will be drawn up as a result.

**Wave 3**

Wave 3 provision usually involves other professionals coming into school to work with pupils and their families. The pupil is considered to have a high level of SEND and will probably need long-term support in school. At this stage parental permission is sought to involve professionals from outside school and in many cases a report or parental consultation is involved. Professionals include:

* Educational Psychologists (EP)
* Learning Support Advisory teachers (LSAT)
* Behaviour Support and Advisory teachers (BSAT)
* Sensory Inclusion Service (SIS)
* Speech and Language Therapists (SALT)
* The school nurse
* Occupational Therapist (OT)
* Medical professionals

On a very small number of occasions school will need to make a referral to a panel of experts for additional support or funding to meet the needs of a pupil. This could be related to any area of SEND but defines the point at which the school is finding it difficult to meet the needs of the pupil from within the resources of the school. All families who reach this point have generally been working with the school for a long time and have a close working relationship with school staff.