

Appendix 2

Ashford Park Mainstream SEND Provision – A Graduated Response

Area of need	Wave 1 – Universal support (Support offered for all children)	Wave 2 – School SEND Support (Support offered for children with additional and SEND needs)	Wave 3 – Specialist SEND Support (Support offered for children with significant SEND needs or an Education & Health Care Plan)
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • High quality teaching which is appropriately differentiated to meet the needs of all learners in the class • A stimulating curriculum to suit the needs of the learners • Strategies to promote learning and understanding of key vocabulary • Classroom grouping and seating arrangements which facilitate optimum learning • Focused small group support for English and/or maths • Special arrangements in place for testing & assessments when required and eligible (subject to DFE eligibility guidelines) • Peer and adult support on an ad hoc basis or limited targeted adult support which may include use of LSAs and adult volunteers • Use of visual and practical resources to support understanding of information and concepts • Half termly 1:1 mentoring sessions with the class teacher • Praising child's strengths and achievements so self-esteem is maintained and enhanced 	<ul style="list-style-type: none"> • Regular targeted in-class support from class teacher or Learning Support Assistant (LSA) • Pupil's work is adapted or alternative methods of recalling and organising knowledge is taught to individuals e.g. mind maps, mnemonics for spelling • English and maths catch-up interventions e.g. SNIP Spellings, phonological awareness programmes, additional maths support, same day maths intervention • Pre-teaching intervention to teach knowledge, concepts and ideas before the main lesson • Booster lessons in Yr 6 to support and develop confidence with the English and maths curriculum • Use of alternative means to access tasks involving reading and writing e.g. recording devices, scribes, paired working, computer software, coloured overlays • SENCo assessment of needs • Consultation session with SENCo, parent/carer and outside professional e.g. Educational 	<ul style="list-style-type: none"> • Frequent, small group or 1:1 English/maths support delivered by a teacher or Higher Level Teaching Assistant (HLTA) • Periods of 1:1 support from an LSA/teacher if explicitly specified in a statement or EHC plan • An individualised curriculum linking content of whole class work and learning objectives appropriate to the child • Everyday classroom support is personalised to meet needs • Alternative work space if required e.g. work station in the classroom or outside the classroom and/or regular opportunities to work in a quiet space away from the mainstream class • Consultation with SENCo and parent/carer, observation and assessment from outside professionals e.g. Educational Psychologist, Learning and Language Support Services • Additional support following advice from outside professionals • Personalised transition support between year groups

		Psychologist, Learning and Language Support Services <ul style="list-style-type: none"> • Additional support following advice from outside professionals 	
Area of need	Wave 1 – Universal support (Support offered for all children)	Wave 2 – School SEND Support (Support offered for children with additional and SEND needs)	Wave 3 – Specialist SEND Support (Support offered for children with significant SEND needs or an Education & Health Care Plan)
Communication and Interaction (Including support for pupil's with autism)	<ul style="list-style-type: none"> • All of the above from Cognition and Learning PLUS • Language and vocabulary is given priority in planning to ensure it is embedded within lessons • A whole-class focus on subject specific vocabulary • Curriculum access modified by use of symbols/pictures or other visual aids (as appropriate) • Clear, simple and positive instructions with visual support if necessary • Appropriate use of visual prompts to show what behaviour and actions are expected • Staff model appropriate language, social behaviour and interaction • Whole staff awareness of the implications of communication and interaction difficulties • Teaching approaches modified to promote positive relationships between staff and pupils 	<ul style="list-style-type: none"> • Intervention groups to support language acquisition and development e.g. pre-teaching of subject specific vocabulary, sound acquisition and articulation • Small group interventions to develop communication and social interaction skills e.g. 'Time to Talk', 'Language for Thinking', 'Attention Autism', 'Lego Therapy' • Individualised visual approaches to support access to the curriculum, transition between tasks e.g. now/next boards, individual visual timetables, task boards, choice boards • Close home/school liaison to ensure the reinforcement of strategies in both environments • Reduce specific pupil anxiety through frequently adapting and structuring the learning environment where appropriate e.g. change to seating arrangements, modification to take account of sensory sensitivities (moved from Communication and Interaction) • Specific children may require access to a calm environment (The Cove) at times of stress 	<ul style="list-style-type: none"> • Periods of one to one support for communication and interaction within the classroom if explicitly specified in EHC plan • Small group or 1:1 structured speech and language therapy delivered by a trained LSA and facilitated by a Speech and Language Therapist • Regular 1:1 speech and language therapy delivered by a Speech and Language Therapy Assistant and overseen by a Speech and Language Therapist plus parent/carer consultations (usually children with an EHCP) • Consultation with SENCo and parent/carer, observation and assessment from outside professionals e.g. Educational psychologist, Learning and language support • Additional support following advice from outside professionals • Referral by SENCo to paediatrician or CAMHS • Staff trained and skilled in responding to challenging behaviours • Targeted interventions used to

		<ul style="list-style-type: none"> • SENCO assessment of needs • Staff consultation with Speech and Language Therapist about specific individuals or groups of children. Additional strategies/interventions may be offered after this consultation • Consultation session with SENCo, parent/carer and outside professionals e.g. Educational Psychologist, Learning and Language Support, Behaviour Support • Additional support following advice from outside professionals 	<p>manage behavioural and emotional needs e.g. THRIVE, anger management approaches</p> <ul style="list-style-type: none"> • A high level of additional adult support may be required to provide a highly structured and personalised teaching environment and a high level of care and supervision
Area of need	Wave 1 – Universal support (Support offered for all children)	Wave 2 – School SEND Support (Support offered for children with additional and SEND needs)	Wave 3 – Specialist SEND Support (Support offered for children with significant SEND needs or an Education & Health Care Plan)
Social, Emotional and Mental Health (Including support for pupils with ADHD)	<ul style="list-style-type: none"> • All of the above from Cognition and Learning PLUS • Whole-school behaviour policy, consistent rules, reward and sanctions system • Whole school THRIVE approach to emotional behaviour development • Whole staff aware of implications of emotional, social and mental health difficulties • School therapy pets – rabbits and a dog • A positive culture where success in all areas is celebrated • Opportunities to be Head Boy/Girl, prefects, play leaders, members of school council 	<ul style="list-style-type: none"> • In-class support to support with behaviour e.g. specific targets/behaviour reward plan • Close home/school liaison to ensure the reinforcement of strategies in both environments • In-class support from LSA to develop focus and attention skills • Structured activities in class to develop social skills • Break or lunchtime support to aid appropriate interaction with peers • ADHD classroom strategies to promote focus and attention e.g. regular movement breaks, resources to support attention, fiddle toys/cushions • Specific children may require withdrawal from the classroom to a 	<ul style="list-style-type: none"> • Frequent, small group or 1:1 THRIVE intervention for emotional behavioural development delivered by a THRIVE practitioner • Periods of 1:1 support from an LSA/teacher if explicitly specified in EHC plan • An individualised curriculum linking content of whole class work and learning objectives appropriate to the child. • Everyday classroom support is personalised and individual to meet needs. • Alternative work space if required e.g. work station in the classroom or outside the classroom and or regular opportunities to work in a

	<ul style="list-style-type: none"> Parental access to Home School Link Worker 	<p>sanctuary (The Cove) at times of stress.</p> <ul style="list-style-type: none"> 'Checking in' or timetabled session with Pastoral and Behaviour Lead to participate in an intervention to support social skills, emotional development, anger management SENCo assessment of needs Consultation session with SENCo, parent and outside professionals e.g. Educational Psychologist, Behaviour Support Additional support following advice from outside professionals Regular sessions with Home School Link worker (child or parent) 	<p>quiet space away from the mainstream class</p> <ul style="list-style-type: none"> Risk assessment proactive behaviour plan Consultation with SENCo and parent, observation and assessment from outside professionals e.g. Educational Psychologist, Behaviour Support Additional support following advice from outside professionals Referral by SENCo to paediatrician or CAMHS Consultation with Surrey Exclusions Team Pastoral support plan for pupils who are at risk of permanent exclusion
Area of need	Wave 1 – Universal support (Support offered for all children)	Wave 2 – School SEND Support (Support offered for children with additional and SEND needs)	Wave 3 – Specialist SEND Support (Support offered for children with significant SEND needs or an Education & Health Care Plan)
Sensory and Physical	<ul style="list-style-type: none"> All of the above from Cognition and Learning PLUS Easily accessible wheelchair friendly buildings and grounds Toilet facilities adapted to support pupils with physical difficulties First aid trained staff Positive touch training for staff Staff training from medical professionals in order to have knowledge of specific medical conditions and to deliver medication for diabetes, epilepsy, anaphylactic shock 	<ul style="list-style-type: none"> Group fine motor skills interventions e.g. occupational therapy programmes, handwriting intervention, Keyboard/typing skills intervention Use of an adult scribe to assist with writing Use of alternative means to access tasks involving reading and writing e.g. recording devices, scribes, paired working, computer software. Adaptation of classroom resources e.g. enlargement of text, information displayed on a coloured background 	<ul style="list-style-type: none"> Individual support for specific subjects such as PE or for personal care both in class or during lunch/break times 1:1 support for some tasks e.g. reading or writing Small group or 1:1 physio or occupational therapy delivered by a trained LSA or HLTA, facilitated by a physio or occupational therapist Periods of 1:1 support if explicitly specified in EHC plan Use of appropriate resources provided by outside agencies e.g. hearing aids, radio aids, lap top etc. A structured, regular 'sensory

	<ul style="list-style-type: none"> • Medical care plans in liaison with NHS for all pupils who need them • Use of sensory and physical resources as appropriate e.g. writing slopes, pencil grips, coloured overlays • Teacher's smart board displays on yellow background to ensure better visibility • Classroom blinds and lighting which reduces glare 	<ul style="list-style-type: none"> • Reduce specific pupil physical and sensory difficulties through frequently adapting and structuring the learning environment where appropriate e.g. change to seating arrangements, modification to take account of sensory sensitivities • Short breaks to prevent fatigue • Consultation session with SENCo and outside professionals e.g. Physical and Sensory Support, Occupational Therapist, Health Professional • Additional support following advice from outside professionals 	<p>diet' incorporated into the pupil's day to help reduce anxiety caused by sensory sensitivities</p> <ul style="list-style-type: none"> • Consultation with SENCo and parent, observation and assessment from outside professionals e.g. Physical and Sensory Support, Occupational Therapy or School Nurse • Additional support following advice from outside professionals • Personalised transition support between year groups.
--	--	--	---

SENCo – Special Educational Needs Co-ordinator

LSA – Learning Support Assistant

HLTA – Higher Level Teaching Assistant

HSLW – Home School Link Worker

EHC Plan – Education and Health Care Plan

DFE – Department for Education

CAMHS – Child and Adolescent Mental Health Service