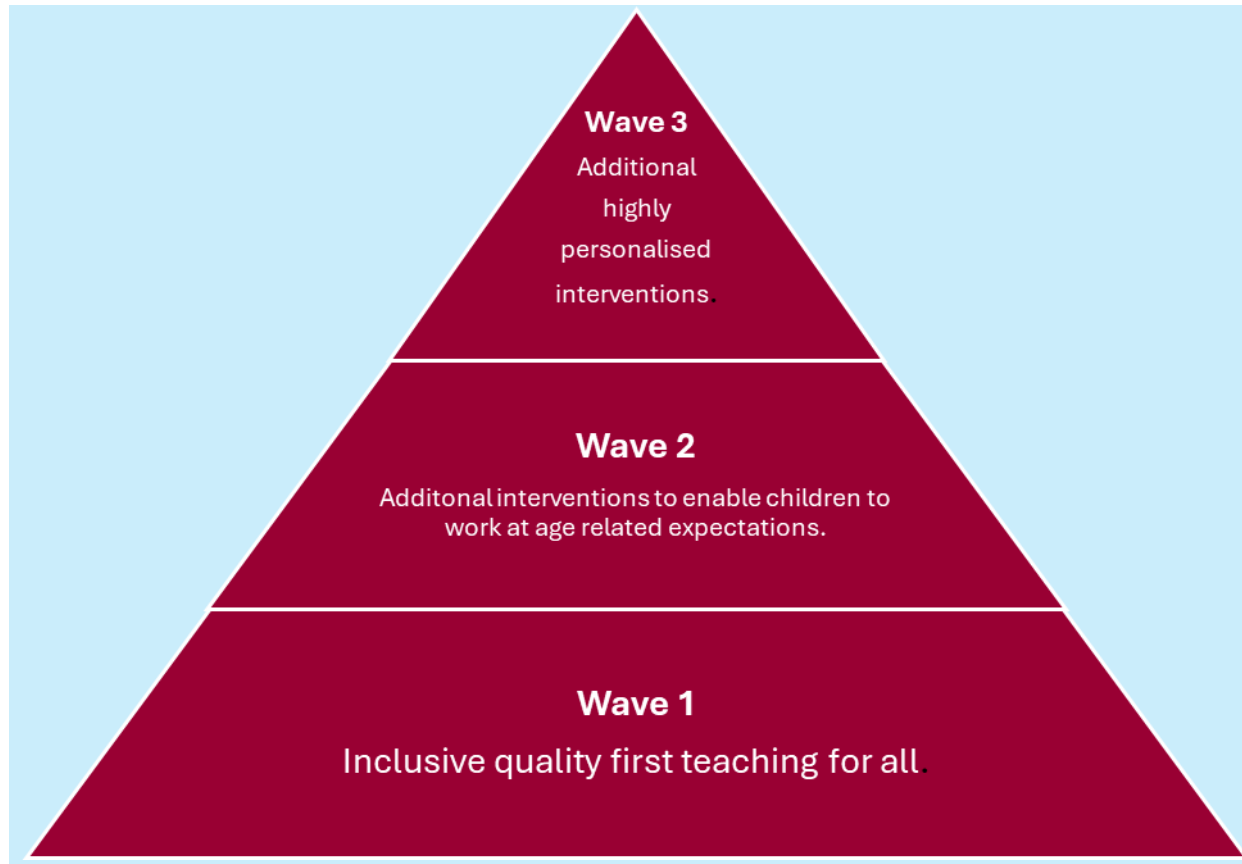


Lowton West Primary School SEND provision outline



A graduated approach: All pupils will be provided with high-quality teaching that is adapted, when needed, to meet their needs.

Lowton West Primary School SEND provision outline

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.



<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Wave 1 is the effective inclusion of all pupils in high-quality everyday teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; scaffolding in the form of prompts, question stems; different ways of setting out work, pre-reading. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Wave 2 is a specific, additional and time-limited intervention 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 children with similar needs.	Wave 3 is 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 one to one or specialist interventions. <u>Some children on Wave 3 may have an Education Health and Care Plan.</u>

Lowton West Primary School SEND provision outline



Each wave is broken down into 4 further categories of provision:

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate. Some children may need support for specific learning difficulties which include moderate, severe and profound learning difficulties. Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Specific Learning Difficulties can include dyslexia, dysgraphia, dyspraxia, dyscalculia.	Communication and interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language. It also includes children with ASD (Autistic Spectrum Disorder) including Asperger's.	There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Children and young people with a visual impairment (VI), a hearing impairment (HI) or a Multisensory impairment (MSI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Those children with a MSI have a combination of vision and hearing difficulties.	Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties might be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. This category includes children with ADHD.

Cognition and Learning



Wave 1	Wave 2	Wave 3
• Adaptive Teaching with scaffolding and support provided when needed (see subject specific documents) • Pitched questioning • Modelling of skills • High expectations • Success criteria • 1:1 and group reading • Word mats • ICT to support learning • Writing frames • Numicon or other maths resources • Learning displays • Support from Teaching Assistant • Task boards to break down tasks into manageable chunks • Concrete, pictorial and symbolic approach in maths • Use of manipulatives All children's progress and attainment is assessed and tracked throughout the year.	• Sounds Write Phonics intervention • Focused 1:1 Reading • Precision Teaching • Pre-teaching of vocabulary • Catch Up Literacy • Catch up Numeracy • Fluency Bee – intervention group • Reading between the lines • Talking Partners • White Rose Maths Intervention • Co-constructed sentences • Sounds and Syllables spelling intervention, using practical strategies All Interventions are tracked and monitored to enable us to review the impact. We assess the children before the intervention begins and after it is completed.	• Intense (1:1) support in core and foundation subjects • Targeted work from TESS • Toe by Toe Reading Programme • Maths Recovery • Support from Educational Psychology (EP) • Colourful semantics • Use of ELKLAN Strategies • Personalised curriculum.

Lowton West Primary School SEND provision outline



Communication and Interaction

Wave 1	Wave 2	Wave 3
• Adaptive teaching and planning • Modelled speech/language • Modelled Interaction • Targeted questioning • Group work • Class visual aids and prompts • Visual timetables • Key words/word banks • Drama activities • Sequencing activities • Additional processing time • Simplified Language • A range of questions used so children develop and give better answers • Opportunities for individual, pair, group or whole class working • WELCOMM EYFS Assessment and programme of support used	• Individual visual timetables • Pre-teaching of vocabulary • Nurture sessions (social skills & self-esteem) • WELCOMM Primary Assessment and programme • Social Stories • Comic strip conversations • Talking Partners • Talkabout • Targeted work planned by Speech and Language therapy and delivered by school staff • Now and Next boards	• Individual visual communication system • Targeted work from Speech and Language therapy • ASD Pathway support • Use of ELKLAN Strategies

Lowton West Primary School SEND provision outline



Sensory and Physical

Wave 1	Wave 2	Wave 3
- Adapted curriculum resources - Adaptions to the classroom (when appropriate) - School building is accessible for all - Classrooms have age-appropriate furniture and environments - Visual prompts, pictures and ICT used appropriately to aid learning - High-quality resources are readily available, organised to enable independence - Classrooms are designed not be overly stimulating - Routines are followed as far as possible	- Fine motor skill activities such as: peg boards, putty, cutting etc. - Additional movement breaks - Wobble cushions - Sensory Circuits - Sensory time <u>Use of specialist equipment:</u> - Pencil grips - Coloured overlays - Lap weights - Sloping boards for desks - Adapted cutlery - Fidget kits <u>Gross motor</u> - Balance boards - Gross motor activities <u>Fine motor</u> - Write from the start - Large keyboard for computer work - Paediatric Occupational Therapy assessment & resource pack	- Individual workstation - Targeted work from Occupational Therapy, Physiotherapy, Outreach Team or School Nurse Team - Individual support with self-care where appropriate - ICT program to develop keyboard skills – including touch typing - Resource adaptations, including enlargements of font size - I-pads to aid learning, such as the use of Talking books - Radio Aids - Wigan Specialist Sensory Education Team (SSET)

Lowton West Primary School SEND provision outline



Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
• Whole school behaviour policy • School & class rules • PSHE planned lessons • Whole school assemblies • Class visual timetable • Visual reward systems • Time out • Timers • Emotion/social resources • Praise and high expectations • Whole class behaviour charts • certificates • Fiddle objects	• Boxall Profile Assessment undertaken • Nurture sessions • Individual reward system & behaviour logs • Additional support at playtime (break time and lunchtime clubs) • Transition support • Time to talk programme and board game • Now and Next • Zones of Regulation • Counselling sessions with Wigan Family Welfare • Home/ school communication book • Pastoral Manager - support	• 1:1 Emotional Literacy Programme • Drawing and Talking Programme • Counselling • Individual workstation • Individual social stories to teach specific social skills • Targeted work from – TESS – SEMH Team, CAMHS, Educational Psychology • Structured and guided lunchtime/ playtime support • Bereavement support • Setting up of Early Help Assessment Tool. • Early Help/ Family Help