

## School Offer

Wave One	Wave Two	Wave Three
<ul style="list-style-type: none"> <li>• Whole school Quality First Teaching practice across school</li> <li>• Mainstream class or set with inclusive planning and clear use of objectives and success criteria, content and pace differentiated according to need</li> <li>• Regular reviews take place of how pupils are grouped for learning</li> <li>• Consideration given to grouping by ability and deployment of teaching assistants</li> <li>• Flexible groupings used with a targeted focus on learning, monitored through measureable targets</li> <li>• Challenge and modelling within classrooms to develop learning</li> <li>• Physical organisation of classroom adapted</li> <li>• Classroom methodically organised and conducive to good learning- clearly labelled resources available including word banks, dictionaries, number lines, left handed equipment etc.</li> <li>• Clear rules, rewards and sanctions, Visual timetables (KS1 and 2)</li> <li>• Range of methods for recording work across all subjects e.g., oral, pictures, photographs, drama, use of ICT etc.</li> <li>• Access to Inclusion Leader</li> <li>• Use of talk partners, peer and self-assessment</li> <li>• Thinking Skills activities and brain breaks</li> <li>• Identification of difficulties is embedded</li> <li>• Effective tracking of pupils</li> <li>• Pastoral support effectively embedded</li> <li>• Attendance monitored carefully and incentives in place</li> <li>• Teachers take account of how different pupils learn and amend presentation accordingly</li> <li>• Effective reporting and communications systems are in place to report to parents</li> <li>• Health care plans in place</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly timetabled access to small group teaching for Literacy and Numeracy, sometimes tracking back to fill gaps</li> <li>• Individual teaching programmes delivered in short sessions according to need</li> <li>• Some 1:1 work outside the classroom</li> <li>• Low stimulus work areas in place</li> <li>• Quiet area available with known staff</li> <li>• Teacher mentor/counselling</li> <li>• Additional adults directed by teachers, appropriately trained and have access to training to enhance professional development and be confident with pupil's individualised targets and assessing pupil progress</li> <li>• Intervention programmes delivered phonics, Rapid Reading, gross/fine motor, Smart Moves etc.</li> <li>• Social skills, Thrive 1:1 and group work</li> <li>• Thrive group, Lego Therapy</li> <li>• Use of circle time and class based Thrive sessions to reinforce expectations</li> <li>• Teaching Assistants well deployed to support access to learning in mainstream lessons</li> <li>• Pre-lesson introduction to key points, content and concepts</li> <li>• Pastoral Support Plans are introduced for pupils in danger of escalated concern</li> <li>• Updated staff training in all areas of SEN</li> </ul>	<ul style="list-style-type: none"> <li>• Precision teaching to meet individual targets</li> <li>• Increasing adult:child ratio</li> <li>• Assessment and support programmes from external agencies (1:1 or group delivery) e.g. Educational Psychology, Speech and Language, Occupational Therapy, Physiotherapy, Access &amp; Inclusion, Children's Services, Health professionals, Visual Impairment Team, Hearing Impairment Team, Early Intervention Family Support, Behaviour Support Team</li> <li>• 1:1 programmes; Jimbofun, Pindora's Box, Thrive etc. Play Therapy, Tapping</li> <li>• Increased access to ICT for recording</li> <li>• Electronic held spell checkers, key word lists</li> <li>• Individual TA support to enable access to broad curriculum</li> <li>• Individual programmes of study to fill gaps</li> <li>• English as an Additional Language individual support</li> <li>• Home/School diaries and communication books</li> <li>• Access to 'Nurture Group' available (KS 1 and 2) to reduce anxieties associated with learning and support social and emotional development</li> <li>• Multi-agency approach to extra support</li> <li>• Supervision in play/lunchtimes to assist social interaction, independence, play and emotional well-being</li> <li>• Flexible personalised timetables may include a reduced timetable</li> <li>• Provision of additional adult support up to 20 hours per week</li> </ul>

## School Offer

### **Outcomes – Evidence of monitoring, Evaluation and Review**

- Accurate pupil progress data against baseline assessment is up to date
- Evidence of graduated response to: engagement/participation  
lower than expected pupil progress
- Evidence of challenge and modelling within classrooms to develop learning
- Evidence of recent audits and whole school approaches to support learning
- Attendance data reflects absence of all individuals and defined groups
- Up to date access plan with evidence of accessibility to school environment
- Impact of intervention monitored on a regular basis (Pupil Progress Meetings) and evidenced through Plan, Do, Review and Assess approach
- Class based assessment and recording
- Moderation of work, teaching, planning and marking
- End of term/end of year assessments
- Trackers for children at Wave 2 reviewed 3 times a year
- Individual Provision Plans for children at Wave 3 reviewed 3 times a year
- Termly targeted intervention tracked by Inclusion Leader and Teaching Assistants
- Individual assessment to inform next group's targets
- Evidence that specialist advice has been incorporated in pupil support plans
- Evidence of the setting of SMART targets and progress made towards these at a series of reviews
- Opportunities exist for fast track referral to Specialist Agencies
- Clear records and timeframes for all interventions are available
- Evidence that support resources have been deployed in a targeted, pupil focused way
- Parents and carers invited to contribute towards plans and respond to planned strategies through parent teacher meetings and regular reviews