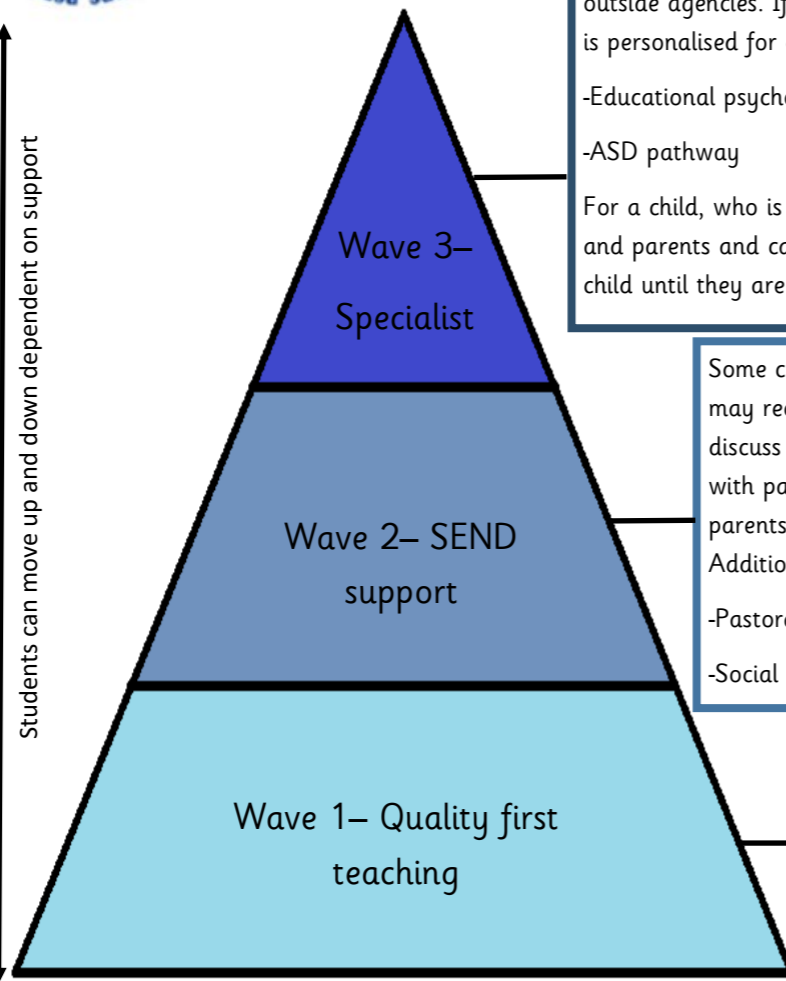




## SEND Graduated Approach Canon Burrows Church Of England Primary School



Wave 3 involves targeted provision, where despite the level of support put in place, a child is not making progress as we hoped. During the 'assess, plan, do, review' cycle we will look at increasing support for them. This may include support from outside agencies. If a greater level of support is needed they will move onto wave 3 of the graduated approach. This support is personalised for each child. Additional support may include:

- Educational psychologist involvement    -CAHMS referral    -NHS speech referral    -QB check    -ADHD pathway
- ASD pathway    -Occupational therapy referral    -Support from Tameside Outreach Service

For a child, who is at wave 3 for several cycles of 'assess, plan, do, review', after discussions with external agencies, teachers and parents and carers, we may consider applying for an education and health care plan (EHCP). This ensures support for a child until they are 25, funding and annual reviews.

Some children, despite this support, may not be showing progress from teachers day to day assessment and therefore may receive further support. School welcomes parents and carer views alongside teachers concerns. School staff will discuss all concerns with parents and carers and with the SENDCo. The child may then be added to the SEN register, with parental consent. A support plan will be implemented, which will include a pupil profile and provision map, and parents and carers will meet with teachers termly do review the support under the 'assess, plan, do, review' cycle. Additional intervention may include:

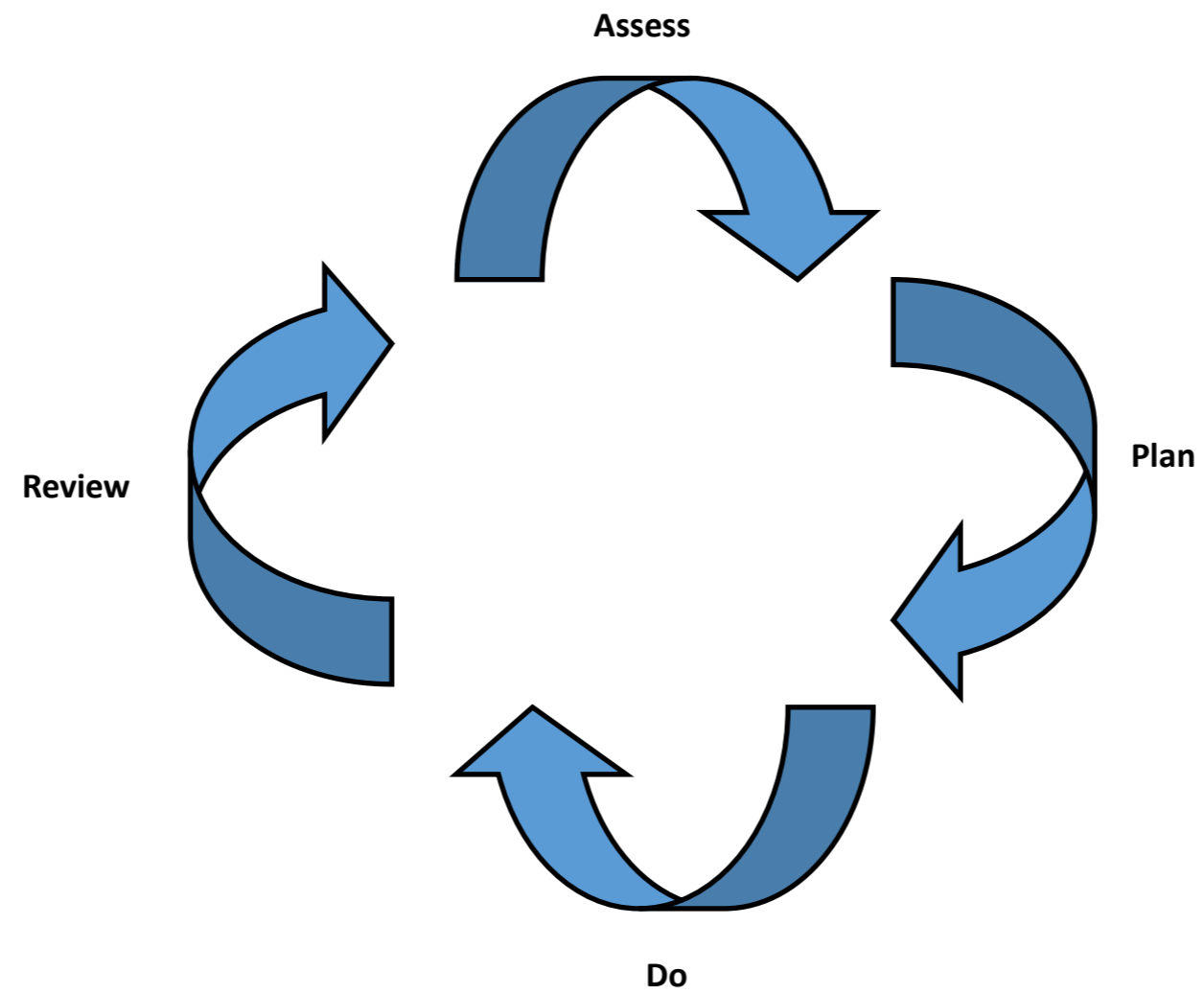
- Pastoral support    -Speech Leap    -Lego therapy    -Group or 1:1 intervention    -Clickr8    -Dyslexia Gold    -Workstation
- Social skills group    -Termly SEN reviews    -Assisted technology

All children are entitled to 'quality first teaching' including those with special educational needs or disabilities. At Canon Burrows the daily teaching and practise aims for all children to make the best possible progress. Some of these strategies include:

- Kagan collaborative learning    -Differentiated planning
- Visual timetable, aids and prompts    -Pre-teaching
- Dyslexia friendly classrooms and displays    -Adult support
- Zones of regulation    -My Happy mind
- Sensory breaks and resources    -Explicit modelling



SEND 'Assess, plan, do, review'  
Canon Burrows Church Of England Primary School





## SEND categories described in the SEN Code of Practice

### Canon Burrows Church Of England Primary School

#### **Cognition and Learning**

Children with learning difficulties may learn at a slower pace to their peers when support and work is also differentiated.

Moderate learning difficulties (MLD) : Children experience difficulty in acquiring basic literacy and numeracy skills

Severe learning difficulties (SLD) : Children are likely to require support across the curriculum and have associated difficulties with mobility and communication.

Profound and multiple learning difficulties: Severe and complex difficulties, as well as physical disability or sensory impairment

Specific learning difficulties (SPLD): Affect one or more aspects of learning. Conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication and Interaction**

Children with speech, language and communication needs can have difficulty communicating with others. This may be because they find it difficult to say and express what they want to, they may find it challenging to understand what is being said to them or they may find social communication difficult. The needs of children with SLCN may change over time as they receive support, and it may be one or a number of areas that they find challenging.

Children with Autism, including Aspergers, commonly have difficulties with social interaction, communication and imagination. It may also be that a child with these needs also finds flexible thinking challenging.

#### **Sensory and Physical**

Some children require special educational provision because they have a disability, which means that they need extra support and adjustments to make use of the educational facilities provided.

Many children with a vision or hearing impairment will require specialist support and/or equipment to access their learning. School work closely with the hearing and visual impairment teams.

If a child has a physical disability, they may require day to day support and equipment so they have access to learning and opportunities alongside their peers.

#### **Social, emotional and mental health**

Social and emotional difficulties may manifest in many different ways and present amongst children at a range of different stages in their development. Some children may present with challenging behaviour, a child may become withdrawn, isolated or show behaviour which is new.

Children showing these behaviours may have some mental health difficulties, for example low self esteem, anxiety, thoughts or actions of self harm, depression or eating disorders.

Some children may display behaviours due to having recognised disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.