

Wave 1

What every child receives at Cadmore End School



All staff responsible for ensuring wave 1 provision is delivered.

Class teacher responsible for ensuring Wave 1 is adjusted as necessary to suit the needs of the children in their class. (See [Bucks Ordinarily Available Provision](#) Section 1)

Good quality teaching and assessment in all subject areas and year groups.



Class teacher considers whether additional intervention is needed.

They use class assessments, discussion with SENCO, and parent views on the child's strengths and needs to inform decision.



Wave 2

*If a child is not making appropriate progress or achieving age related levels despite some modifications to Wave 1 support, they may need specific, time bound intervention to overcome their barriers to learning, using **Assess-Plan-Do-Review** approach.*

[Provision Maps](#) used to monitor pupil progress and impact of provision. (SENDCo with teachers)

[Initial concern form](#) used to record needs, strengths and planned support. (Teachers)

This allows SENDCO to have Intervention Overview.

Use [Bucks Ordinarily Available Provision](#) Section 1 for ideas for supporting needs.



If progress continues to be slow, class teacher will consult with SENCO, child and parents, and child will be moved to SEN Support level.

Additional, specific assessments may be completed by class teacher, LSA or SENDCO (see next page).

An [Individual Pupil Profile](#) and [Skills, Strengths & Needs](#) document will be completed and shared with the child and parents.



Wave 3

*On-going, specific support to address child's SEN, using **Assess-Plan-Do-Review** approach.*

Child may receive specialist support from outside agencies.

They will have [Individual Pupil Profile](#) and [Skills, Strengths & Needs](#) document, and may have [Short Term Outcomes Plan](#) and other [SEN Support Plan documents](#) too.



Class teacher:

- Regularly reviews [Individual Pupil Profile](#) and [Skills, Strengths & Needs](#) document, and, if being used, the [Short Term Outcomes Plan](#) (in liaison with SENDCO).
- Refers to [Bucks Ordinarily Available Provision](#) Section 2 for additional information on assessment, support and intervention.
- Ensures that interventions and/or strategies to support the child's needs and are recorded on [Individual Pupil Profile](#) and, if being used, a [Short Term Outcomes Plan](#). Seeks regular feedback from child and parents, and any adults working with the child.
- Meets with parents at least 3 times/year to share SEN documents, and complete [SEN Review Sheet](#).

SENDCO:

- Monitors and updates [Provision Maps](#) and ensures appropriate documents from SEN Support Plan (and other supporting documents) are kept up to date.
- Completes additional assessments if needed
- Liaises with/ refers to outside agencies.
- Requests EHC Plan or High Needs Funding if needed.

At every stage the pupil and parents/carers are kept informed and are involved with decision making.

Key Contacts:

SENDCo: Mrs Hannah Lawfull

SEN Governor: Mrs Tanya Sims

Graduated approach (assess, plan, do and review).

ASSESS

What you know about the child's difficulties/ skills?
Include discussions with parents, children, staff and other practitioners and use these views as part of assessment.
Use class assessments and observations.
Use other specific assessments to get a full picture.

PLAN

What outcomes will SEN Support achieve?
How will you support this (interventions and strategies).
Ensure parents, pupil and relevant staff are involved in this process.



DO

The 'who, what when & how'.
Record Interventions on Provision Map. Use Intervention Tracking Sheets.
Record details of what you do on regular basis (strategies).
The class teacher (or equivalent) remains responsible for working with the child/young person on a daily basis, but the SENCO and other supporting staff will monitor the effectiveness of the support.



REVIEW

Evaluation of what you planned and did.
Progress towards the outcomes.
Do any changes need to be made?
Share with parents
If adequate progress is made changes may be required to enable continued progress.
If adequate progress is not made different provision/strategies will be planned, implemented and reviewed again
If you and the professionals who support your child believe s/he requires support which is over and above that ordinarily available from mainstream resources, a request may be made for an outside agency involvement, and, eventually, an EHC Needs Assessment.



If you are worried about the progress a child is making despite inclusive, good quality teaching (*Wave 1*) refer to [Ordinarily Available Provision Bucks \(OAP Bucks\)](#) for strategies.

You can use additional assessments to clarify needs of child, as well as considering class assessments. *Where possible try to do these **before** discussing with SENCo. Assessments are kept in the bottom drawer of SEN filing cabinet, or on SEN shelves, all in staffroom. [Hyperlinks](#) are included for assessments on SEN at Cadmore End shared drive.*

* **Key assessments** ® done by SEN team

Areas of need			
Communication & Interaction (including Speech, Language & Communication needs and ASD)	Learning Needs (General delay in acquiring basic literacy or numeracy skills or concepts)	Specific Learning Difficulties (including Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and Sensory Needs)	Social, Emotional & Mental Health (including children with ADHD, ADD, Attachment Disorder and Autism)
<p>*British Picture Vocabulary Scale (BPVS)</p> <p>*Speech, Language & Communication Checklist</p> <p>Talking Point Progress Checker (intended for use by home, but still a useful check)</p> <p>*Language Link & Speech Link assessment (age 4 to 8) (available through Speech & Language Link Website)</p>	<p>*Literacy Assessment Pack (LAP) (may only need to do certain parts) <i>Part 1 – oral sound blending</i> <i>Part 2 – oral sound analysis (segmenting)</i> <i>Part 3 – awareness of rhyme</i> <i>Part 4 – grapheme/ phoneme knowledge</i> <i>Part 5 – high frequency words</i> <i>Part 6 – Decoding (and encoding) words</i> <i>[sorted by Letters & Sounds Phases]</i></p> <p>*Salford Sentence Reading Test (accuracy & comprehension) or Neale Analysis of Reading Ability (accuracy, comprehension and rate) ®</p> <p>*Young's Parallel Spelling</p> <p>*Sandwell Maths (KS1 & KS2)</p>	<p>↔Reading, Spelling, Literacy & Maths as for Learning Needs.</p> <p>*Occupational Therapy Resource Pack (including flowchart checklist) for sensory needs, fine & gross motor skills, attention.</p> <p>Phonological Assessment Battery ®</p> <p>Timed writing (looking at words/minute)</p> <p>‘The quick brown fox...’ handwriting assessment.</p>	<p>QCA behaviour assessment or Strengths & Difficulties Questionnaire</p> <p>How do I feel in school? How do I act in school?</p> <p>Other pupil voice sheets.</p> <p>*Occupational Therapy Resource Pack (including flowchart checklist) for sensory needs, fine & gross motor skills, attention.</p>

See [Difficulties, assessment and intervention](#) document for possible assessments and interventions