

The range of provision for children with SEN.
How extra provision is allocated.

At Wilden we use the Assess, Plan, Do and Review approach when planning the provision for our SEN children. For all pupils in school, including those with SEN, their needs are met using 3 levels of intervention, described as "waves of support", which support access to the whole school curriculum.

Wave 1 describes quality inclusive teaching (known as Quality First Teaching) which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs. This group, often called an Intervention group by schools, is available for any child who has specific gaps in their understanding of a subject/area of learning. They may be run in the classroom or outside, by a teacher or a teaching assistant, who has had training to run these groups. For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

Wave 3 describes targeted provision for a small minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress. These may involve specialist groups run by outside agencies and/or individual support for your child.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCO as needing more specialist input in addition to quality first teaching and intervention groups.
 - Discussions between home and school about progress, and to plan possible ways forward.
 - Permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
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- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Support to set better targets which will include their specific expertise.
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better, often provided through a personalised programme.
 - A group/individual work run by school staff with or under the guidance of the outside professional .
 - Use of specialist support/apparatus if necessary.
 - Flexible personalised pupil timetables
 - Supervision in play/lunchtimes to assist and support social interaction.

Specified Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week). This type of support is available for children whose learning needs are severe, complex or lifelong.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This may result in your child having an Education, Health and Care Plan
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA; how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult, possibly an outside professional, may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How extra provision is allocated.

- The school budget, received from Worcestershire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- Discussions are held to decide the most effective provision in light of the pupil's needs. The school also considers what resources/training and support is needed to enable SEN children make expected progress. All resources/training and support are reviewed regularly and changes made to meet the needs of the school.