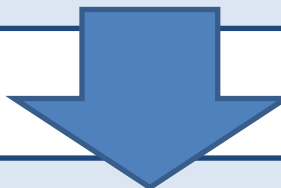


Southwick Primary School Provision

Wave 1 Universal Provision

All children at Southwick Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinaesthetic activities alongside individual, partner and group work.



Through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Wave 2 support.

Wave 2 Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This will take place in small groups with either the class teacher or TA and sessions will have a clear focus and outcome to monitor progress. Additional support may be provided during lessons to aid learning during whole class teaching and activities.

Children who continue to make little progress will be referred to the SENDCO. The class teacher, with the support of parents will complete an **Initial Concern Form** and move to **step 2** of the **Identification Process**.



The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles, move to Wave 3.

Wave 3 SEN Support: Individual Learning Plan

Some children may require sustained additional intervention to help them make progress – **4b** of the **Identification Process**. There are 4 main areas of need and the school have a range of tools to help identify these and the appropriate support.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Cognitive Assessment SSENS Early Assessment Materials Sounds Write Assessment	Primary School Communication Tracker Strengths & Difficulties Questionnaire	Strengths & Difficulties Questionnaire Thrive baseline assessment	Individual and Environmental sensory screeners
Sounds Write Intervention Literacy Gold Reading Between the Lines Comprehension texts Handwriting Maths Passport	Talk Boost ELSA/ELTA Lego Club Chill Club	Thrive ELSA/ELTA Chill Club Wellbeing Workshops	Sensory Breaks Fun-Key-Moves Exit Cards Sensory Learning Aids Personalised support

The child is placed on the SEN register and interventions are provided by class teacher or TA. Progress towards individual targets is monitored through an **Individual Learning Plan** which is monitored and reviewed with parents.



The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles move to Wave 4.

Wave 4 Specialist Support: My Support Plan

A few children will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process**. The SENDCO will discuss and gain permission from parents before referrals are made.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Specialist SEN Service C+L Educational Psychologist	Speech & Language Autism Service Specialist SEN Service C+I	ADHD Service On Your Mind CAMHS Behaviour Support	Community Paediatrician

A Wiltshire Authority approved alternative provision may also be identified and suggested if considered appropriate. Any reports will be shared with parents and a **My Support Plan** created to detail how the school are meeting the suggested