



# Learning Support Provision: SEND Graduated Response Intervention Waves

		Area of Need			
Tier/Category of need/Support (Q3,8,9,12)	Access arrangements as merited and evidenced by assessments and classroom teacher feedback and approved by JCQ	Communication and interaction (Q12) Overseen by SENCo	Cognition and learning (Q12) Overseen by SENCo	Sensory and/or physical (Q12) Overseen by SENCo	Social, mental and emotional health (Q12) Under Safeguarding: Overseen by JWA/BTR
<b>Wave 3 EHCP</b>		SAL group or 1:1 Specialist TA support In-class or withdrawal support Provision as advised by EHCP	Intervention in Literacy/Numeracy – 1:1 or small group Specialist TA support 1:1 or small group TA support: in class or withdrawal Provision as advised by EHCP	Liaison with appropriate teams and School Nurse Adaptation of resources as required Provision of specialist equipment if available TA as required/available Individual access arrangements as appropriate Provision as advised by EHCP	ELSA / Personalised TA as required/available Counsellor Consideration of alternative provision as appropriate Learning Mentor as appropriate Provision as advised by EHCP
<b>Wave 2 Interventions</b> (Teacher led, TA, Focused Groups, Literacy and Numeracy Groups, Chaplaincy Team ELSA, (Q8) Counselling, EWO, Nurse (wellbeing and administration of medicines), Mental Health Nurse etc (Q9)		SAL group or 1:1 In-class or withdrawal support (Q12) Further screening as appropriate	Interventions for Literacy/Numeracy small group (Q12) Group sessions by need led by TAs (Q12) Further screening as appropriate	TA support for mobility/access as required/available Liaison with external teams as appropriate Provision of overlays etc dependent upon advice (Q12) Further screening as appropriate	Learning Mentor as appropriate Group sessions as appropriate eg anger management, social skills, self-esteem etc. (Q10,12) Further screening as appropriate
<b>Wave 1</b>  <b>'Teacher of All'</b>  <b>Differentiation</b> (Please see ABCs of Differentiation)	Identification of SEN and movement between waves is via: <ul style="list-style-type: none"> <li>transition meetings (yr6-7, post yr11, post yr13)</li> <li>teacher or pastoral referrals in and/or</li> <li>as a result of positive internal/external diagnostic assessments</li> <li>health diagnosis</li> <li>progress tracking by teachers/TAs/HOD/HOY and SLT</li> <li>TA support in transition</li> <li>TA monitoring and feedback in lessons</li> </ul> (Q1,7,16,18,20) For admissions advice please contact the Admission Team at Southampton City Council (Q21)	<b>High Quality Inclusive Teaching (HQIT)</b> <b>- Differentiation for all</b> Support from Teacher, Tutor, Head of Year, EWO, Chaplaincy Team (Q16) School wide data analysis termly by departments and SLT (Q1,7)  Parent teacher meetings, reports and concerns re pupil progress will be reported to parents as per the school reporting cycle etc. Parental Concern or Query: Please contact Teacher, Tutor, Head of Department, Head of Year or Learning Support as appropriate. (Q2,6,20)  <b>SEND</b> A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision <b>different from or additional to</b> that normally available to pupils of the same age.  All teachers are teachers of SEND and as such provide HQIT which takes account of the particular needs of students with SEN in their classroom. The SENCO, TAs and HLTAs liaise with and provide information on needs of individual pupils so that teachers may match the curriculum to the individual need. Staff receive training, materials and resources to help support the individual needs of pupils. (Q5,13,17)  Accessibility: Please be aware that St Anne's is a complicated site with many staircases. There are no pupil elevators on site. St Anne's is compliant with the Disability Discrimination Act and Risk Assessments are carried out as required. (Q14,15) Pupils are included in all aspects of school life as far as possible and appropriate in respect to health and safety. Should a health and safety concern arise then adaptive provision may be offered. (Q14,18)			



**Acronyms:** TA=teaching Assistant, SALSA=Speech and Language Specialist Agency/Assistant, ELSA=Emotional Literacy Support Assistant, EHC=Educational Health Care Plan, HQIT= High Quality Inclusive Teaching, SEND=Special Educational Needs and Disability, SEN= Special Educational Needs, HOD=Head of Department, HOY=Head of Year, SLT Senior Leadership Team, EWO=Education Welfare Officer, EP=Educational Psychologist

**Wave 1:** provision within the classroom

(High Quality Inclusive Teaching (HQIT) including differentiation)

**Wave 2:** support in and beyond the classroom

(TA support, Attendance at support groups e.g. Literacy/Numeracy/phonic group/social skills etc.)

**Wave 3:** individualised programmes

(EHCP target led)

### Summary of Graduated Response to SEND

The school operates a system of waved intervention/provision:

**N.B.**

**Wave 1** intervention is the most effective - as highlighted by recent research. Students in mainstream classrooms should gain access to quality learning experiences and Higher Quality Inclusive Teaching (HQIT). In order to facilitate this, the school has identified 3 main strategies for differentiation provision to support students in the classroom.

### The ABCs of Differentiation:

**(A)** Human resources: Consider use of 1-1, deployment of Teaching Assistant, use of your Department Differentiation resources, extra member of staff, outside agency support.

**(B)** Resources: materials, equipment, time. All should be appropriate and support all pupils' learning.

**(C)** Classroom Teaching Methods and Management: individual, paired, group, whole class, guided learning experiences.

**N.B.**

If a student does not make expected progress when all of the above are in place and HQIT is in place, then a referral should be made by the teacher concerned to the HOY initially. The HOY will gather evidence of need from the pupil's teachers and then make a referral if appropriate to the Learning Support Team using the school referral form.

## **SLT**

Executive Head Teacher = Miss Bourne

Head of School = Mr Rouse

Deputy Head Teacher = Mrs Gould

Acting Deputy Head Teacher / Assistant Head Teacher = Mr Waterfield

Business Manager = Mrs Murphy

Assistant Head Teacher and SENCo = Mrs Ganter

Assistant Head Teacher = Mr Fakhoury

Assistant Head Teacher = Mrs Wright

Assistant Head Teacher = Mrs Leat

## **Learning Support Team**

HLTA and Examination Access Arrangement Assessor =Mrs Samways

HLTA and TA Deployment=Mrs Mitchell

HLTA and SEND Pupil Services=Mrs Thomas

TA=Mrs Trueick

TA=Mrs Hawa

TA=Miss Martin

TA= Mrs Parker

TA= Miss Wieczorek

TA= Mrs Michalek

## **SEND Links and Governor Link**

Link SLT in Charge of Learning Support: Mrs Ganter [\(Q 20\)](#)

Link Governor SEND: Mrs Davis [\(Q 4\)](#)

Link staff meet termly and report to Governing Body [\(Q 4\)](#)

# SEND Information Report

Please click on the link below to see the SEND information report table which summarises answers to the following questions. If you have any further queries, please contact us.

[Please put the link to the document here](#)

1. How does the school know if students need extra help with learning?
2. What should I do if I think my child has special educational needs?
3. How will school support my child?
4. How are the school governors involved and what are their responsibilities?
5. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?
6. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?
7. How does the school know how well my child is doing?
8. What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?
9. How does the school manage the administration of medicines?
10. What support is there for behaviour?
11. How will my child be able to contribute their views?
12. What specialist services and expertise are available at or accessed by the school?
13. What SEND training have the staff had or are currently having?
14. How will my child be included in activities outside the classroom including school trips?
15. How accessible is the school environment?
16. How will the school prepare and support my child when joining the school and transferring to a new school?
17. How are the school's resources allocated and matched to children's needs?
18. How is the decision made about what type and how much support my child will receive?
19. How do we know if it has had an impact?
20. Who can I contact for further information?
21. Who should I contact if I am considering my child joining the school?