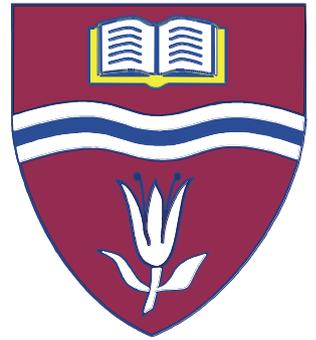


St Mary's CE (Aided) Primary School

A Christ-centred school with a child-centred curriculum



Special Educational Needs, Inclusion & Disability (SEND) Policy

Updated: March 2026

Up for review: March 2027



In our school our Christian vision shapes all we do.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world. We are a 'Christ-centred school, with a child-centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

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SECTION 1

Our Vision

In our school our Christian vision shapes all we do.

We treasure each child and enable them to flourish, using their God-given potential, establishing a secure foundation for them to thrive in a rapidly changing world.

We are a 'Christ-centred school, with a child-centred curriculum' where wisdom and love guide and influence learning and teaching for our whole community.

Intent

At St Mary's, our intent places children and their families at the heart of everything we do. Through our foundations in 'Only One You' (Linda Kranz, 2006), we treasure the uniqueness of each and every child and value them as essential and celebrated members in our shared forward-facing journey. Leaders proactively embed an inclusive culture, which cultivates feelings of happiness, safety and community.

With this clear vision and our committed team, we communicate and collaborate closely with parents, who know their children best, and with professional outside agencies (NCSL, 2010, p6). Our evidence-based learning and teaching is rooted in love and wisdom and with high expectations we offer awe-inspiring, stimulating and personalised learning experiences to enable all children to develop academically, emotionally, physically and spiritually. Together, we help all learners to ensure that learning is accessible and we encourage restoration. We prepare children to flourish, 'live life in all its fullness' (John 10:10) and ultimately, make the world a better place.

Overview

St Mary's CE (Aided) Primary School is an inclusive school. All children may have needs at some time and therefore a wide range of strategies must be used to meet these needs as they arise. This policy is in place to confirm that the school meets the needs of pupils identified as having a Special Educational Need or Disability (SEND). It will ensure that pupils with SEND or disability are not discriminated against. This policy outlines why, when and how additional provision will be made for these pupils. The policy describes systems in place for monitoring and reporting on the progress of pupils who have been identified with SEND. All school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to Behaviour, Anti-bullying, Medical, Safeguarding and Curriculum policies.

St Mary's Primary School is part of The Weald Locality, a group of 11 Primary Schools who work together to improve outcomes for children, including those with SEND. The SENDCo attends Locality Meetings to further develop expertise, skills and knowledge with regard to SEND. St Mary's Primary School has produced a SEND Information Report



which is on our website; this answers questions and describes provision for pupils with SEND in our school. A Local Offer has been produced by West Sussex Local Authority describing the provision available within the County.

High-quality, inclusive teaching — including appropriate adaptation — secures strong progress for pupils with SEND and strengthens learning for all.

SENDCO

Enquiries about an individual child's progress should be addressed in the first instance to the child's teacher. The school has an 'Open Door' policy and teachers are available to meet with parents to discuss concerns. Other enquiries can be addressed to Mrs Serendipity Hatcher (SENDCO).

Mrs Hatcher is also the Deputy Headteacher and has been in primary education for over twenty years. She is a member of the Senior Leadership Team and works closely with other curriculum co-ordinators in school. Mrs Hatcher, in conjunction with Governors and the Senior Leadership Team, oversees SEND provision and resourcing in school, including SEND teaching assistant allocation.

Please make an appointment, or make a request, at the School Office to meet with Mrs Hatcher.

Headlines from the 2014 Code of Practice:

- No more Statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHCPs), which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced with one school-based category of need known as 'Special Education Needs & Disability Support' (SENDS). All children are closely monitored and their progress tracked each term. Those children at SENDS also have their progress tracked by the SENDCO.
- School is working even more closely with parents and children to ensure that the child's own views, and parent's experience of their child, are taken into account in meeting individual needs. Parents are invited by letter to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from 'Quality First Teaching'. This means that teachers expect to assess, plan and teach all children at the level, which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. (see appendix 2)
- We have high expectations of all of our children. Children on our SEND list make progress, which usually compares well with the progress made by other children.





Defining SEND:

The 2014 SEND Code of Practice (COP) says that:

“A person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN COP Introduction xiii and xiv)”

There are four broad categories of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. physical and sensory

At St Mary's, we have children in all categories of SEND. We are each unique and we are all part of one school family who seek to understand one another's differences.

Defining Dyslexia, Dyscalculia and Specific Learning Difficulties or Differences in Literacy and Maths

Dyslexia and Specific Learning Difficulties or Differences in Literacy

Our shared understanding of Dyslexia is based upon that of Rose (2009) in that “Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.” We further recognise that Dyslexia is a learning *difference* and can occur across a range of intellectual abilities.

Dyscalculia and Specific Learning Difficulty or Differences in Mathematics

As well as monitoring potential dyslexic tendencies, staff may notice differences in a child's ability to understand number.

This pertains to a set of processing difficulties that affects the acquisition of arithmetic and other areas of mathematics.

“In dyscalculia, the most commonly observed cognitive impairment is a pronounced and persistent difficulty with numerical magnitude processing and understanding, leading to age-related difficulties with *naming, ordering or comparing numbers, estimating, and place value*. Other processing issues (language, working memory, visual-spatial processing) may also contribute to the difficulty. A SpLD in maths can present in specific areas (e.g., basic calculation) or across the mathematics curriculum, with persistent impacts on learning and daily functioning.” (British Dyslexia Association 2025).



SECTION 2

Objectives

- to identify, at the earliest opportunity, any barriers to learning and enable participation for pupils with SEND
- to ensure all staff are aware of the principles of the SEND COP and the procedures for identifying, assessing, monitoring and reviewing the needs of pupils on the SEND register
- to ensure that every child experiences an adapted curriculum, success in their learning and achieves to the highest possible standard
- to provide intervention programmes which meet individual needs and provide both challenge and success
- to involve pupils in planning and reviewing their learning experiences
- to empower children to become independent learners and communicators
- to encourage the contribution of all children according to the Christian values of the school
- to work in partnership with parents, involving them in planning and reviewing their child's additional support in school
- to provide a secure, safe and caring environment for all pupils in school, including those with SEND
- to work with the governing body to enable them to fulfil their statutory monitoring role with regard to the Policy for SEND
- to work closely with external support agencies, where appropriate, to support the needs of individual pupils
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Approximately 19% of the children currently at St Mary's have an Individual Support Plan (ISP) or EHCPs (Education, Health and Care Plans). This means that all teachers expect to have children with SEND in their classes.



Identifying Children with SEND

Children with SEND are usually identified through one of the following routes, which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored termly by their class teacher. If the teacher notices that a child is making less than expected progress despite receiving 'Quality First Teaching' then the teacher has a conversation with the parent or carer and the SENDCO and a route to support the child is agreed. This may include further adaptation and reasonable adjustments and it may also include moving the child onto the SEND register and creating an ISP (Individual Support Plan).
- Class teachers are continually aware of children's learning. If the class teacher observes that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and particular circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - i. is significantly slower than that of their peers from the same baseline.
 - ii. fails to match or better the child's previous rate of progress.
 - iii. fails to close the attainment gap between the child and their peers.

These statements are taken directly from the SEND Code of Practice which is accessible at:

https://assets.publishing.service.gov.uk/media/5a7d66d6ed915d2d2ac08bef/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

- Parents sometimes ask school to look more closely at their child's learning. We take all parent requests seriously and investigate them all. Often, the concern can be addressed by 'Quality First Teaching' and / or some parent support. Otherwise, the teacher and SENDCO will work with parents and pupils to review the situation and take further action, which might include placing the pupil on the SEND register.
- Progress reviews may also result in a child being taken off the SEND Register. Parents will be informed and consulted and class teachers will continue to closely monitor their progress.
- Sometimes, class teachers in conversation with the SENDCO may feel that they would like to monitor a child to ensure that everything is working for the child and to ensure that the child has sufficient targeted support to meet their need. This may result in a child being moved onto the SEND register later on; or it may be a next step when a child comes off the SEND register.
- At St Mary's we also have a Monitoring Form. Children may be given a Monitoring Form if the class teacher, SENDCO or parent have identified that there may be a need. The teacher will write a Monitoring Form which will identify areas to keep an eye on. At the point of review, the child may come off or stay on Monitoring, or they may be moved onto the SEND register.



Dyslexia, Dyscalculia and Specific Learning Difficulties or Differences in Literacy and Maths – Identification and Support

A suspected need may be identified by parents and carers and communicated to school, **or** may be identified by school staff and communicated to parents and carers.

We tend to wait until Year 2 to officially screen children although, in some cases, we may opt to use a screener earlier depending on the child.

Following discussion with parents and carers, the SENDCO (Mrs Hatcher) and/or class teacher may undertake one or more of the following:

- Dyslexia and Dyscalculia Checklists (SpLD Checklist)
- GL Screeners (GL Assessment Screener)
- Visual Stress Assessment (Mrs Packham)

These will add to, and inform, our understanding of a pupil's strengths and areas of need. Provision is put in place within the assess-plan-do-review cycle (APDR) and graduated response.

In the case that a screener indicates no signs of dyslexia or dyscalculia, this does not mean that no support will be available. On the contrary, the class teacher and SENDCO will agree ways forward to continue to support the child as there may still be differences or difficulties in maths, literacy or with working memory.

We have a toolkit from which we tailor provision accordingly.

Interventions and support include (but are not limited to):

- Scrutinising the screener results and putting in specific intervention to support in a lower scoring area (eg: Precision Teaching for reading **or** colourful spellings)
- Using good practice for children with dyslexia and dyscalculia (eg: table top copies, coloured backgrounds etc)
- Looking at resources to help with visual stress (eg: coloured reading ruler) – *we are fortunate to have a teacher who is trained in this area and we may ask for her advice or assessment*
- Using a book for English and maths with buff or coloured pages
- Using assistive technology to reduce the cognitive load
- First Class at Number, Plus One
- Using additional manipulatives in maths

We take a bespoke approach because each child is unique. Provision is tailored and APDR cycles are decided upon to suit the needs of the child. Interventions and supports will be detailed on the student's ISP after discussion with parent or carer and class teacher.

For differences in literacy, maths or working memory, staff, parents and carers can speak to Mrs Hatcher (SENDCO and Deputy Headteacher), Miss Heasman (Maths Lead) or Mrs Flinders (ELSA and Learning Mentor).



Working with Parents and Pupils

We aim to have positive, informative relationships with all of our parents. The school is proud of the 'Open Door' policy we maintain, being available to meet with parents as soon as any concern arises. Parents will be kept informed regarding their child's education either at termly parent's meetings or during informal meetings. A parent will always be informed, by the class teacher or SENDCO, if a child has been identified as having an additional SEND and requires some support in their learning.

Once a child has been identified as having a SEND, the class teacher and SENDCO will communicate with parents or carers to:

- Let them know that their child is being placed on the SEND Register or a Monitoring Form.
- Discuss any assessments, strengths and differences relating to their child.
- Share and contribute to an Individual Support Plan (ISP) for the next term

This is part of the graduated approach and cycle of 'Assess, Plan, Do, and Review' required in the Code of Practice 2014.

Pupils', parents' and carers' opinions are sought and recorded as part of the ISP process. Opportunities for collaboration and communication are present and teachers listen to the views of all stakeholders.

The SENDCO, working closely with parents, is able to seek outside agency advice where this is an appropriate course of action. Staff will continually monitor the self-esteem of identified children.

Although the school may be able to identify special educational needs and make provision to meet those needs, we are unable to make diagnoses. Parents are advised to seek medical advice with reference to ADHD and Autism. The school can offer support, advice and 'signposting' to parents who have concerns relating to their child's medical needs.

Systems for Monitoring Children on the SEND Register

Once a child has been identified, the following systems are put in place:

- A 'One Page Profile', will be completed. This document will include: information that the student would like to share about themselves, areas of strength, areas where the student would like to have some support and hopes and dreams for the future. This document will form part of an ISP.
- An Individual Support Plan (ISP) is produced, as described above, for each child on the SEND Register. The plan records specific targets for the child to achieve. Personalised provision is recorded on this plan and may be in small group work and/or with support to access a differentiated curriculum. The day-to-day



implementation of this plan is the responsibility of the class teacher who will work closely with support staff to record progress towards targets and outcomes during the term. The ISP is reviewed (generally termly) and opportunities for parent/carer and pupil voice are given. There is also an opportunity to discuss your child's ISP at termly parents' evenings.

- If an outside agency, e.g. educational psychologist or speech and language therapist, is involved with a pupil, the SENDCO will always involve parents in the process. The SENDCO will ensure that any relevant information is shared. Advice and suggestions from outside agency advice will be incorporated as outcomes or targets on the pupil's ISP.
- The school record keeping system (Cpoms) is used for maintaining all SEND records and parents may request copies of information / reports.
- Some children may have a Pupil Passport and Risk Assessment instead of a One Page Profile. This would be in cases where extra care is needed to support the child and these would generally be shared more widely with school staff to ensure that everyone is aware of how best to support the child in question.

EHCP (Education, Health and Care Plan)

In some very specific cases, we may apply for a child to be assessed for an EHCP.

Children who, with support, will achieve well in mainstream school are less often assessed for EHCP.

A child having a diagnosis (e.g. Autism, ADHD or dyslexia) does not mean that the child requires an EHCP.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, hopes, aspirations and their learning differences. Following the meeting, the LA will produce the EHCP, which will record the decisions made at the meeting.



SECTION 3

SEND – Teaching, Learning and the Curriculum

- We believe that all children learn best when they are included – this may be in their classroom (or not) depending on each individual. Our aim is for all children to be reaching their full potential.
- All children, including those children with SEND, are planned for by their teacher as well as being supported by teaching assistants and, in some cases, the SENDCO.
- Teachers *aim* to spend time each day working with all children.
- We aim to allocate sufficient adult assistance to enable each child to flourish. We want children to self-advocate, ask for help where needed and to have support where needed; in this supportive environment, where help is available, we want to empower children to be independent and interdependent – recognising ways in which they can access what they need.
- Targets for children with SEND are set according to the unique individual. Interventions can be very helpful in helping children to achieve and are therefore used as a strategy in and out of class. The class teacher monitors the intervention and pupil progress towards set objectives. This is kept under review. The SENDCO, working alongside the class teacher, monitors progression using: Assess, Plan, Do, Review (ADPR).
- The school has a range of interventions which are identified on the pupil's ISP. When considering an intervention, we look at the child's learning need in order that we can match the intervention to the child.
- The Ordinarily Available Inclusive Practice Guide (OAIP) developed by West Sussex is used to inform our provision for individual children. It describes the 'reasonable adjustments' that can be made through Quality First Teaching (QFT) as well as examples of tailored approaches and strategies that can be made to meet the individual needs of each child. Each class has a copy of the guide.
- For any children or adults who will benefit from specific access arrangements - the school building is on one level, corridors in the new part of the building are wide and we have two easy access toilets. The school also has a hygiene room. We generally find that no additional adaptations to the building are necessary for children or stakeholders with differences.
- Other adaptations to the physical environment will be made, as appropriate, to children with other sensory differences.
- Our classrooms are inclusion friendly: we aim to teach in a way that will support children who may have traits or diagnoses of: neurodiversity, sensory needs or differences, dyslexia, dyscalculia, dyspraxia and other special educational needs
- All of our children access, at least some of, the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class adaptation, curriculum content and ideas can be made more accessible. This



accessibility is made possible by skilled support and effective use of scaffolding, as well as provision of visual, auditory, tactile and concrete resources.

- As well as adapted resources and Quality First Teaching, we make adjustments and adaptations by providing things like: coloured reading rulers, ear defenders, learning friends (fidget objects), wobble cushions and standing desks (this list is not exhaustive). We endeavour to have open conversations that welcome new ideas.
- Using conversation with children, parents and carers, professionals, staff and through completing sensory audits and the like, we make changes to things such as lighting, classroom set ups and seating plans.

*Agreed use of items for adaptation and support (eg learning friend) **is at the discretion of the Class Teacher.** School provide supports and, in some cases, teachers may allow children to bring items and supports from home; however, **if these items become problematic in any way or become a distraction from learning (for the user or for others), they will be removed or sent home accordingly.** Parental support is appreciated in such cases.*

Access to Extra-Curricular Activities

All of our children have access to lunchtime clubs, after school clubs and support activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaption to meet the physical and learning needs of our children. Class educational visits and residential visits are part of our curriculum and we aim for all children to be included in all of them.

Staff Training and SEND Expertise

All of our teachers are trained in school to work with children with SEND. Some have more experience than others in this area. All teachers have access to advice, information, resources and training to enable them to teach all children effectively. We incorporate SEND training into our whole school staff-training programme. This will include training from outside agencies, such as the speech and language therapy service, as well as training from within school resources and self-help opportunities.

Teaching assistants also have access to 'in-house' training as well as opportunities to attend training provided by external agencies.

The SENDCO offers training and advice in school as well as sharing resources and disseminating information relating to SEND issues.

The school is able to access expert advice and support from the Local Authority (e.g. Educational Psychologist, Learning Support Service and Sensory Support Service). The school can access support and advice from Speech Therapy Service



and School Nurses for medical advice and expertise. School can also opt to buy-in additional training and/or advice from a variety of independent sources.

Children with Social, Emotional and Mental Health Needs

We work with families, staff and children to explore any circumstances, or history of experiences, which may impact on a child's outward presentation. If the child's presentation is felt to be a response to trauma or to home-based experiences, we will work with the family to explore options for support. This may involve working with the family and other outside agencies such as social care, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), SPOA (Single Point Of Access), Thought-Full or medical professionals.

If parents and school are concerned that a child may have mental health needs, the school would 'signpost' parents to their GP or the School Nurse for a possible referral to an appropriate health professional.

If a child is felt to have long-term emotional or mental health needs – for example with anxiety or anger management – the school offers a range of interventions to develop social skills or emotional resilience. The school has a Learning Mentor and Emotional Literacy Support Assistant (ELSA) who can provide this type of support, developing trusting relationships with specific children. The school also offers Play Therapy, Reading Dog and ARTiculate Art to a small number of children.

We use a Zones of Regulation approach (with younger children often using Colour Monster resources) to help children to regulate their emotions. This approach is being implemented throughout KS1 and within interventions in KS2.

We have a Behaviour Policy that all staff use. Reasonable adjustments are made to accommodate individual needs and Individual Plans are developed between the SENDCO, Class Teacher, parents and child where needed.

The school has a zero-tolerance approach to bullying including unkindness towards children with SEND. We will actively investigate all allegations and, if there is cause, work with parents, the bully and the victim to improve social skills and resolve any bullying. Pupils with SEND are supported to access systems in place, e.g. worry box, to address bullying concerns as soon as possible.



Transition Arrangements

- Transition into school:

We understand that children and adults going through changes can sometimes benefit from some extra help.

The school support includes:

1. Prior to entry to school - meeting for new parents attended by class teachers, support staff, SENDCO.
2. Meetings with SENDCO / class teacher and parent as required.
3. SENDCO and class teachers visiting pre-school settings.
4. SENDCO liaising with outside agencies.
5. Additional visits to school as required for parents and pupil.

- Transition within school:

1. Additional visits to new classroom.
2. Transition booklet with photographs of new class / key people.
3. One Page Profiles to pass from class to class.

- Transition within secondary phase:

1. Annual Review Meetings (existing Statements and EHCPs) for Year 6 pupils are held in the spring or summer Term of Y5. Secondary school staff are invited to attend.
2. A programme of additional visits to secondary school for some pupils. Support groups with Learning Mentor. We provide booklets to support transition.



Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of the children with SEND following the Code of Practice 2014.

The Governor with particular responsibility for SEND is Mr Andy Clark. He meets the SENDCO regularly to discuss actions and provision in school relating to SEND.

The governors produce a statutory SEND Information Report, which can be found on the School website.

Complaints

The school aims to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

West Sussex Authority Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. This Local Offer can be found at <https://westsussex.local-offer.org/> or on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all in all aspects of school, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring non-judgmental attitude throughout the school. The school website has our Disability Equality Scheme/Accessibility Plan (DES/AP).

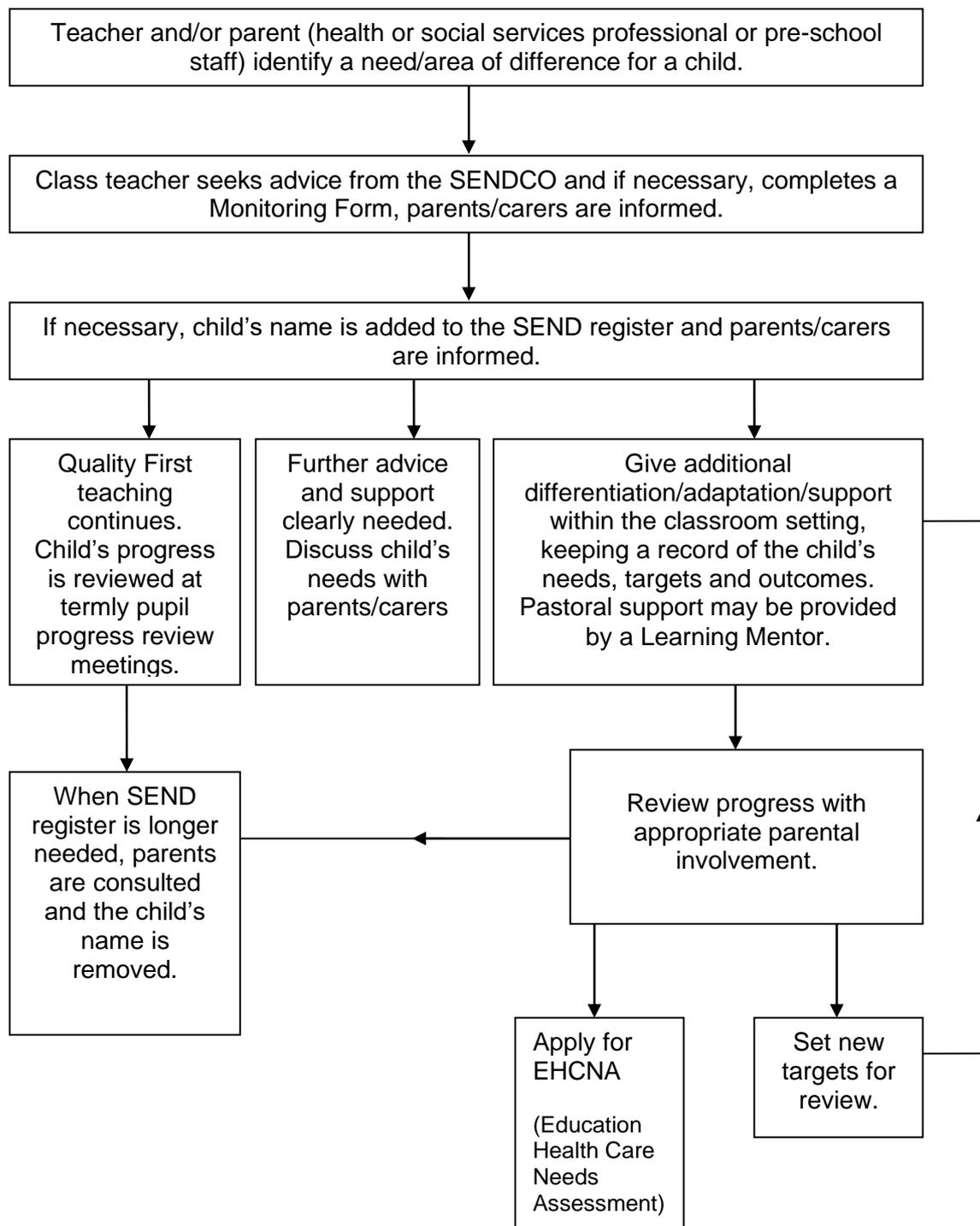
Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).



Appendix 1

SCHOOL-BASED STAGES



Appendix 2: Graduated Response to support and intervention for pupils with Additional Needs

Provision for effective learning and teaching can be described in terms of three “waves” of support.

Wave	Support and Provision	Who does it apply to?	How do we deliver this at St Mary's?	Who is it monitored by?
<p>1. UNIVERSAL PROVISION</p> <p>the effective inclusion of all children in a daily lessons with reasonable adjustments.</p>	<p>Quality First Teaching and Effective Whole School Policies and Frameworks</p> <p>(See Inclusive Teaching Checklist)</p> <p>Adaptive Practice in line with IPALM</p>	<p>All children throughout the school.</p>	<p>Broad and balanced curriculum Differentiation and Scaffolding Quality Planning and delivery Assessment for Learning systems used to identify strengths/gaps Through Sensory – Focus – Recovery approach using Brain Breaks and Sensory input throughout school day</p>	<p>Class Teacher</p>
<p>2. TARGETED SUPPORT (MONITORING)</p> <p>additional time-limited provision, in the form of small-group or individual intervention, to accelerate progress and enable children to work at age -</p>	<p>In addition to wave 1, catch up small group/ individual interventions eg 1:1 reading, Learning Mentor, Precision Teaching, EBSA Greater Adaptive Practice (where needed) in line with IPALM</p>	<p>Targeted group/ individual intervention for children not reaching targets in whole class teaching.</p>	<p>Teachers to drive Assess, Plan, Do, Review with advice from SENDCO Through more detailed Sensory – Focus – Recovery approach using Brain Breaks and Sensory input throughout school day</p>	<p>Class Teacher SLT/SENDCO</p>

<p>related expectations. Are supplementary to quality first teaching.</p>				
<p>WAVE 3- IDENTIFIED SEND (ISP/ EHCP)</p> <p>targeted, individualised intervention for children who are working well below age-related expectations to accelerate progress</p>	<p>In addition to wave 1 and 2, individualised Support, such as:</p> <p>Outside Agency Advice: CDC, SALT, CAMHs, OT, LBAT, School Nursing Team. EHCP Annual Review Home School Communication Record Individual Support Plans (ISPs) Specialised individual programme of intervention Hearing Impairment Team Service Visual Impairment Team Sensory Support Team</p>	<p>Individual targets and/ or programme of learning.</p>	<p>ISP reviewed termly/ EHCP reviewed annually One page profile Outside Agency Support – SALT, CAMHS, CDC, OT, LBAT Individual Resources</p>	<p>Class Teacher SENDCO</p>