

Morecambe Bay Academy

SEND Policy 2018 – 2019

SEND Provision Map: Wave 1, 2 and 3

| Need | Potential Threshold for Additional Provision | Wave 1 | Wave 2 | Wave 3 |
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| | | <p>The Teacher could provide some differentiation of the curriculum and homework. Other strategies may include:</p> <ul style="list-style-type: none"> • Small group work in lessons • Reduced Class size • Possible In Class support • Subject teacher targeted extra-curricular intervention • Exam concessions eg lap top, extra time <p style="text-align: center;">No Student Profile</p> | <p>The Teacher should provide differentiation of the curriculum and homework. In addition to Wave 1 strategies Learning Support may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 withdrawal work for a limited time • Possible In Class Support • Possible outside agency and/or specialist teacher involvement • Possible Access Arrangements eg word processor, computer reader, small room, rest breaks, extra time <p style="text-align: center;">No Student Profile</p> | <p>The Teacher must provide further differentiation of the curriculum and homework. In addition to Wave 2 strategies Learning Support may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 long term withdrawal work • In Class Support • Outside agency and/or specialist teacher involvement • Request Statutory Assessment • Access Arrangements eg reader/scribe, modified paper, enlarged /modified paper <p style="text-align: center;">Student placed on the SEND register Student Profile - Termly Meeting with Parent</p> |
| Autistic Spectrum Condition e.g. Asperger's (ASC) | <ul style="list-style-type: none"> • Concerns raised by staff/parents social difficulties & access to curriculum | <ul style="list-style-type: none"> • Targeted support to identify/establish routines • Possible support during unstructured times of day | <ul style="list-style-type: none"> • Social Skills Group (6 weeks) • Possible in class support • Behaviour management group work | <ul style="list-style-type: none"> • Targeted in class support • Named TA to provide first point of reference • 1:1 work with specialist ASD |

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| | <ul style="list-style-type: none"> • Clinical diagnosis or awaiting diagnosis • ASC traits identified by EP or health professionals | <ul style="list-style-type: none"> • Identify areas of key need/concern and develop appropriate coping strategies | <ul style="list-style-type: none"> • Lunch/Break /before school support • Brain Gym/Strength Group • Transition plan • Possible 1:1 work with specialist ASD teacher • Access Arrangements eg Small room, rest breaks, extra time | <p>teacher or TA</p> <ul style="list-style-type: none"> • Individualised support to access / modify curriculum as appropriate • Individualised support for behaviour management and emotional regulation • Individualised Access Arrangements for exams eg modified paper ,1:1 reader or scribe |
| Dyspraxia (SpLD) | <ul style="list-style-type: none"> • Diagnosis • Poor motor skills • Poor co-ordination • Problems with organisation | <ul style="list-style-type: none"> • Teacher may provide print out of work. • Peer/adult support to record essential work • Use of ICT where possible • Differentiated practical subjects e.g. PE, RM | <ul style="list-style-type: none"> • Assessment by OT, IDSS • Brain Gym • Use of word processor • Modified/adapted equipment • Access Arrangements eg Extra time, rest breaks, word processor | <ul style="list-style-type: none"> • Practical assistant • Significant differentiation and modification of curriculum eg PE/Food Tec/Technology • Access Arrangements eg more than 25% Extra time, rest breaks, scribe |
| Learning | <ul style="list-style-type: none"> • Failure to make adequate progress, despite appropriate differentiation of the curriculum • Average CAT scores below 79 | <ul style="list-style-type: none"> • Ability setting • Curriculum differentiation by class teacher • Different resources • Possible targeted support | <ul style="list-style-type: none"> • Possible in class support • Before/after school support • Exam concessions eg computer reader, extra time | <ul style="list-style-type: none"> • W/d by Teacher/HLTA/TA3 for 2 or more terms of small group or 1:1 tuition • Targeted 1:1 in class support • Possible Alternative Curriculum at KS4 • Individualised Access Arrangements for exams eg modified paper ,1:1 reader or scribe |
| Literacy (SpLD) | <ul style="list-style-type: none"> • Literacy assessments - WRAT4 – below 85 for reading accuracy, comprehension, or spelling • Significant discrepancy | <ul style="list-style-type: none"> • Possible targeted support • Different resources • After school support sessions • Coloured paper or use of overlay | <ul style="list-style-type: none"> • Below 85 in 1 or 2 areas of literacy • Year 7 Literacy catch up • 6-12 weeks of literacy 1:1 or 2:1 • Reading Partners • Toe by Toe | <ul style="list-style-type: none"> • Below 85 in all areas of literacy assessments reading accuracy, comprehension and spelling. • W/d for small group or 1:1 long term tuition – with Specialist teacher/HLTA/TA3 |

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| | <ul style="list-style-type: none"> between literacy scores & CAT scores English End of KS2 below 90 Uneven CAT profile Attainment Below student's expected progress Diagnosis of dyslexia | | <ul style="list-style-type: none"> Shared in class support Homework club Before/after school interventions support Access Arrangements eg extra time computer reader Access to Read Write at home | <ul style="list-style-type: none"> Higher level of targeted support Possible in class support Access to a Reader/Scribe or computer software - text to speak and voice to text software Individualised Access Arrangements eg modified paper ,1:1 reader or scribe |
| Medical | <ul style="list-style-type: none"> Medical problem which impacts on learning e.g. Cystic Fibrosis, ME, MS, diabetes | <ul style="list-style-type: none"> Health Care Plan in place Advice re special arrangements appropriate to need Possible targeted support Different resources Facilitate Access Arrangements | <ul style="list-style-type: none"> Health Care Plan in place Health Care professional involvement Possible in class support Before/after school support Named TA to provide first point of reference Access Arrangements eg extra time, rest breaks, small room, Exam concessions | <ul style="list-style-type: none"> Health Care Plan in place Health Care professional involvement Individualised support to access modified curriculum In class support Individualised Access Arrangements eg modified paper ,1:1 reader or scribe |
| Numeracy (SpLD) | <ul style="list-style-type: none"> Maths KS2 below level 85 Significant discrepancy between numeracy & CAT scores Attainment below individual student's expected progress | <ul style="list-style-type: none"> Adapted resources eg number line, Setting/class size Facilitate Access Arrangements | <ul style="list-style-type: none"> Year 7 Numeracy catch up 6-12 weeks of numeracy 1:1 or 2:1 Power of 2 Numeracy warm up/work out Targeted in class support Before/after school support Access Arrangements eg 25% extra time | <ul style="list-style-type: none"> W/d by Teacher/HLTA/TA3 for long term small group or 1:1 tuition Targeted in class support Access Arrangements eg more than 25% extra time |
| Physical (PD) | <ul style="list-style-type: none"> Physical difficulty which impacts on learning/inclusion (e.g. physical disability, complex medical) | <ul style="list-style-type: none"> Differentiation of practical tasks as appropriate | <ul style="list-style-type: none"> Possible targeted in class support for specific subjects e.g. PE Access Arrangements eg rest breaks, extra time Risk Assessment | <ul style="list-style-type: none"> Possible individual support to access modified curriculum as appropriate Possible in class support Individualised Access Arrangements eg practical |

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| | | | | assistant, more than 25% extra time, modified paper, scribe |
| Sensory impairment (HI/VI) | <ul style="list-style-type: none"> • Visual or hearing impairment which impacts on learning | <ul style="list-style-type: none"> • Advice to staff re-appropriate strategies • Targeted in-class support • Modified resources • Preferential rooming and seating | <ul style="list-style-type: none"> • Termly involvement of Specialist teacher • Possible in class support • Before/after school support • Access Arrangements • Risk Assessment | <ul style="list-style-type: none"> • Frequent involvement of Specialist teacher as required by EHCP • W/d by Specialist Teacher /HLTA/TA3 for long term small group or 1:1 tuition • In class support • Named TA to provide first point of reference • Individualised Access Arrangements eg modified paper ,1:1 reader or scribe |
| Social Emotional and Mental Health (SEMH) | <ul style="list-style-type: none"> • ADHD • Concern raised by class/form teacher • History of exclusion/isolation • Attendance below 85% • Bereavements • Outside Agency Involvement • Self-referral • Self harm • Failure to thrive • Low mood • Low confidence and self esteem • Extreme Anxiety | <ul style="list-style-type: none"> • Possible targeted support • Whole school Behaviour management strategies • Preferential seating • Before/After school support sessions | <ul style="list-style-type: none"> • Additional transition visit • Half term group work • Group anger management / emotional regulation work • 1 term Nurture group • Possible in class support • Before/after school support • Counselling (short term) • Possible School Nurse involvement • Access Arrangements eg rest breaks, extra time, small room | <ul style="list-style-type: none"> • 2 or more additional transition Visits • Time out card • Risk Assessment • Half term 1:1 anger management / emotional regulation work • 2 or more terms Nurture group • EP advice/assessment • Involvement of external agencies eg CAMHS • Key worker • POD (Positive Outdoor Days) Possible Alternative Curriculum • Individualised Access Arrangements e.g. own room, more than 25% extra time |

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| Speech, Language & Communication (SLCN) | <ul style="list-style-type: none"> • Difficulties with processing language – receptive/expressive vocabulary | <ul style="list-style-type: none"> • Possible targeted support • Modified or Different resources • After school support sessions • Facilitate Exam concessions | <ul style="list-style-type: none"> • Possible in class support • Before/after school support • Homework support • Access Arrangements e.g. 25% extra time, computer reader | <ul style="list-style-type: none"> • W/d for small group or 1:1 long term tuition – with Specialist teacher/HLTA/TA3 • In class support • Support from SALT • Individualised Access Arrangements e.g. modified paper, 1:1 reader, more than 25% extra time |
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