



*Spread your wings, learn new things,  
fly as high as you can.*

## Special Educational Needs and Disability (SEND) Information Report

Reviewed by D.Turtle: September 2025  
Date Adopted by Governing Body: Autumn term 2025  
Review date: September 2026

## OUR CORE VALUES:

- **Be Ambitious**

Aspire to be the best you can be.  
'If you can dream it, you can do it.' ~ Walt Disney

- **Be Kind**

Show empathy towards yourself, others and the environment.  
'You can always, always give something, even if it is only kindness.' ~ Anne Frank

- **Be Honest**

Show you are trustworthy and reliable members of our school family.  
'Honesty is always the best policy.' ~ George Washington

- **Be Brave**

Have the confidence to take risks and find the resilience to bounce back when things go wrong.  
'Do not judge me by my success, judge me by how many times I fell down and got back up again.' ~ Nelson Mandela

- **Be Creative**

Use your imagination to solve problems and express yourself.  
'Imagination will take you everywhere.' ~ Albert Einstein

- **Be Healthy**

Look after both your physical and mental health.  
'A child's mental health is just as important as their physical health.' ~ Kate Middleton

- **Be YOU**

## OUR MOTTO:

Spread your wings, learn new things, fly as high as you can.

## What is a SEND Information Report?

- It is a document that is designed to provide information to parents/carers, pupils and stakeholders' of the protocols, provision and expectations that our school offer for our learners.
- It provides answers to key questions about Special Educational Needs and Disabilities (SEND), including what we provide for our learners and the graduated approach.
- This information report also forms part of the Wolverhampton Local Offer. This can be accessed using the link at the end of this report.

Dovecotes Primary School apply the definition for Special Educational Needs and Disability from the SEND Code of Practice (2015). This states:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, that is different from or additional to that normally available to pupils of the same age.'*

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is

*'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

- This report will be reviewed annually by our SENCO, Headteacher and Governors.

### Key Contacts

SEND Coordinator: Mrs Turtle

Head Teacher: Miss Challenor

All staff can be contacted on the schools' telephone number or email address:

01902 558284

[dovecotesprimaryschool@wolverhampton.gov.uk](mailto:dovecotesprimaryschool@wolverhampton.gov.uk)

## Dovecotes aims of provision for our pupils with SEN and/or disability

At Dovecotes Primary School, we aim for all our pupils with Special Educational Needs and/or with a disability to:

- ❖ have access to the full curriculum through appropriate levels of scaffolding and support through adaptive teaching;
- ❖ have, at the earliest possible opportunity, identification of their barriers to learning;
- ❖ have access to their learning environment with reasonable adjustments being made;
- ❖ participate and engage in all activities with their peers, including the wider curriculum i.e. residential visits and extra-curricular activities;
- ❖ achieve success in their learning and reach their highest possible standard;
- ❖ form and maintain worthwhile relationships based on respect for themselves and others”, promoting their self-esteem and emotional well-being;
- ❖ be prepared for all stages in their life leading to adulthood.

## What type of SEN does the school provide for?

All children with SEND are welcome to apply for a school place at Dovecotes. Our pupils all have different needs and journeys. We aim to provide provision to meet their needs under four areas of Special Educational Needs:

### **Communication and Interaction**

Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language. This includes children who have **speech, language and communication needs**, as well as children who are or maybe on the **autistic spectrum** and are likely to have difficulties with social interaction and literal language.

### **Cognition and Learning**

Cognition is the umbrella term for a child's learning skills. It refers to difficulties in accessing and making progress in curriculum-related areas, including language, numeracy, and memory; this can impact a child's ability to learn, understand and process information and includes children who have a **specific learning difficulty (SpLD)** such as **Dyslexia, Dyspraxia, Dyscalculia** or children who have **moderate learning difficulties (MLD)**.

### **Social, Emotional and Mental Health**

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. This may include anxiety, low self-esteem or concerns around eating and self-image as well as children who have **Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)**.

### **Sensory and/or Physical Needs**

This includes children who require special provision because they have a disability that causes a barrier to their learning, such as a **Hearing Impairment, Vision Impairment, Multi-sensory Impairment or a Physical Disability requiring ongoing support**. This area also covers sensory processing disorders.

A pupil that has an EHCP will have their need stated within their plan and their provision will be outlined under the four areas.

## Which staff will support my child and what training have they had?

Our SENCO is Mrs D Turtle

As SENCO, Mrs Turtle is a qualified teacher and has been a SENCO for 12 years holding the National Award for Special Education Needs Coordination since 2013. She is also a qualified Specialist Teacher in Specific Learning Difficulties. She is allocated 20 hours a week to manage SEN provision.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils with SEN. They have completed training that provides a foundational understanding of SEN and its various types, covering topics such as autism, dyslexia, and specific learning difficulties. This means that they:

- Understand how to assess, support, and monitor pupils with SEND or suspected SEND.
- Understand the four areas of SEN need and recommended provision for each one.
- Implement strategies that create an inclusive classroom environment with high-quality teaching.

Class teachers have also received SMART target setting training so that they can plan, assess and review progress of SEND pupils in their class appropriately.

### **Teaching assistants (TAs)**

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Some teaching assistants are trained to deliver specific interventions such as Cool Kids, Makaton, Sensory Circuits, ELSA, Lego Therapy, Draw and Talk Therapy, Speech and Language Therapy (ELKAN), WellComm, Social Stories, RWI 121 phonics, precision teaching and Colourful Semantics.

Mrs Howard has also completed Specialist SEND TA training.

All staff, both teachers and teaching assistants, have received specific training linked to Neurodiversity, Trauma Informed Practice, Zones of Regulation, Emotion Coaching, Restorative Practice, Respectful Restraint and Adverse Childhood Experiences.

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- ✓ Educational Psychologists (EP)
- ✓ Special Needs Early Years' Service – SNEYS
- ✓ Outreach Services
- ✓ Children's Therapy (Occupational Therapy/Speech and Language Therapy - SALT)
- ✓ Sensory Inclusion - Hearing and Visual Impairment Team
- ✓ Health Visitors and School Nurses
- ✓ GPs or paediatricians
- ✓ GEM Centre (paediatricians)
- ✓ Specialist Teachers
- ✓ Sensory Inclusion Team
- ✓ Inclusion Team

- ✓ Strengthening Family Support Workers in the nearby 'Dove Strengthening Families Hub'
- ✓ English as an Additional Language support team– EAL.
- ✓ CAMHS (Children and Adolescents Mental Health Services)
- ✓ Reflexions
- ✓ Huggle Pets

A referral is made, with parents' consent, and then services (outside agencies) work with individuals, sometimes within schools, reporting back to school staff and parents.

### What should I do if I think my child has Special Educational Needs?

If you think your child might have SEN, the first person you should tell is your child's teacher. Class teachers will then have further conversations with our SEN Coordinator. At Dovecotes, "every teacher is a teacher of SEND" which means that every teacher is accountable for the progress and development of all pupils in their class, including those with SEND.

Following parental discussions with the child's class teacher, school will try to get a better understanding of what your child's strengths and difficulties are. Class teachers will share how the school uses a graduated approach to meet individual child's needs. Together we will decide what outcomes to seek for your child and agree on next steps. However, if you require a conversation with our SEN Coordinator, please contact the school and ask for Mrs Turtle. If she is not available, please leave a message and she will get back to you as soon as she can.

### How will the school know if my child needs SEN Support?

At Dovecotes we follow a whole school approach for identifying children's needs, commonly known as 'The Graduated Approach'. This approach follows four stages like a cycle; Assess, Plan, Do, Review.

When deciding whether special educational provision is required, all our class teachers are aware of SEN and will identify any pupils who aren't making the expected level of progress, either academically or socially, in line with their peers.

Class teachers assess progress using a wide variety of strategies and identify those pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- struggles to match or better the child's previous rate of progress;
- struggles to close the attainment gap between the child and their peers;
- widens the attainment gap.

These concerns are discussed with the Leadership Team and SENco at pupil progress meetings. Slow progress and low attainment will not automatically mean a child is recorded as SEN but will ensure that reasonable adjustments and adaptations are made to support the child.

At this point, the classteacher will complete a *Wave One Form* and monitor whether the identified adaptations and reasonable adjustments in the classroom are helping a child to work at age related expectations. It is important that parents are informed and updated if little or no progress is being made - a *Record of Concern Form* will be completed. This Form will include targets and desired outcomes as set by the classteacher, in collaboration with the SENco. At this stage, pupils will receive Wave 2 intervention support in order to meet the agreed targets; the impact of the agreed intervention and provision will also be monitored. The SENco may also call upon the opinion of an external expert, such as a speech and language therapist, an educational psychologist, or a paediatrician.

After a period of monitoring, it may then be decided that the child needs SEN Support; consent will be sought from the parent in order to add a child to the SEN register.

Children with English as an additional language, will have a first language assessment and be partnered with a buddy upon starting at Dovecotes. The child will be monitored over at least a couple of terms, and through the school's assessment process and the 'graduated approach'. If it highlighted that a child isn't making expected progress, an assessment tool called 'CAMEL' will be administered to investigate whether their need is EAL or SEND. Parents will be contacted at the earliest opportunity to discuss needs and enlist their active help and participation.

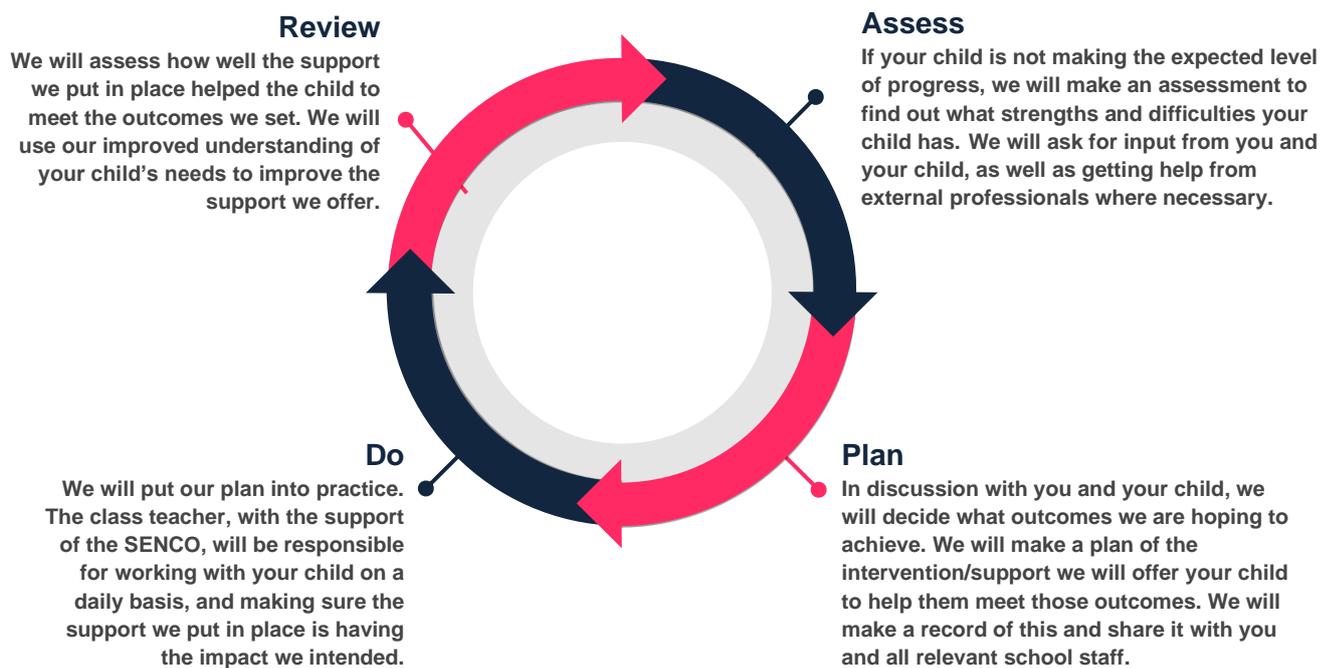
### How will the school measure my child's progress?

Children who have been identified as SEN, will be given their own 'Pupil Passport' which includes SMART targets that are Specific, Measurable, Achievable, Relevant and Time-Bound. These targets will be set by the classteacher and SENCo in collaboration with each other. The Pupil Passport will also outline the child's views, aspirations for adulthood, needs and successful strategies to enable them to achieve their outcomes. Pupil Passports and the associated SMART targets are reviewed 3 times a year by the classteacher and SENco and are shared with parents/carers at termly parents' evenings.

Dovecotes Primary School staff assess and review pupil progress in the following ways:

- ❖ Pupils within Early Years are assessed in relation to Early Years' Foundation Stage curriculum expectations and national curriculum targets. This is carried out through interactive play, observations of pupil's work and responses. Early Years practitioners also use the assessment tool 'WellComm' for communication and language skills.
- ❖ Pupils in Years 1 – 6 complete standardised tests to compare themselves against children of the same age nationally, or locally, in reading, writing, maths on a termly basis.
- ❖ Year 1 pupils complete a formal assessment for their 'phonic ability' against national expectations; pupils that do not achieve expected levels are supported for additional phonic intervention and assessed again in Year 2.
- ❖ If children are working significantly below age related expectations, we use a SEN toolkit to place the child on a band that is appropriate for their level and teachers will assess using the band system, ensuring progress can be made.
- ❖ Pupils with EHCP's are assessed against their long-term outcomes set out by the Local Authority.
- ❖ Pupil progress meetings between the Leadership Team and class teachers are held termly.

Dovecotes Primary School follows the 'assess, plan, do, review' model known as the graduated approach.



As part of the planning stage of the graduated approach, we will set desired outcomes for your child to achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If the parent, the school or professionals feel that a child is not making the expected progress with the additional support already in place, they may suggest a referral for an *Assessment of Needs* (EHCNA) from the Local Authority which may lead to an Education Health Care Plan (EHCP). Meetings will take place annually to review the EHCP if successful.

### How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we are trying to best meet your child's needs, so that you can also provide insight into what will work best for your child.

We have 3 termly parents' evenings, where progress and attainment are discussed for all pupils. For children who are identified as having SEND, we have one additional meeting each term above and beyond what all other pupils receive.

At this meeting, your child's class teacher will meet to:

- Set clear outcomes for your child's progress;
- Review progress towards those outcomes;

- Discuss what adjustments have already been made, as part of quality first teaching, and what needs to happen next in terms of further support;
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support, particularly if no, or very limited, progress has been made, in order to discuss more specialist interventions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's strengths and areas of need;
- We take into account the parents' concerns;
- We can build a better picture of how the SEN support we are providing is impacting your child outside of school;
- We take into account the pupil's concerns;
- Everyone understands the agreed outcomes sought for the pupil;
- Everyone is clear on what the next steps are.

After parental discussions, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and added to the child's record on CPOMS, the school recording system.

### How will my child be involved about decisions made about their education?

The level of involvement will depend on your child's age and level of competence.

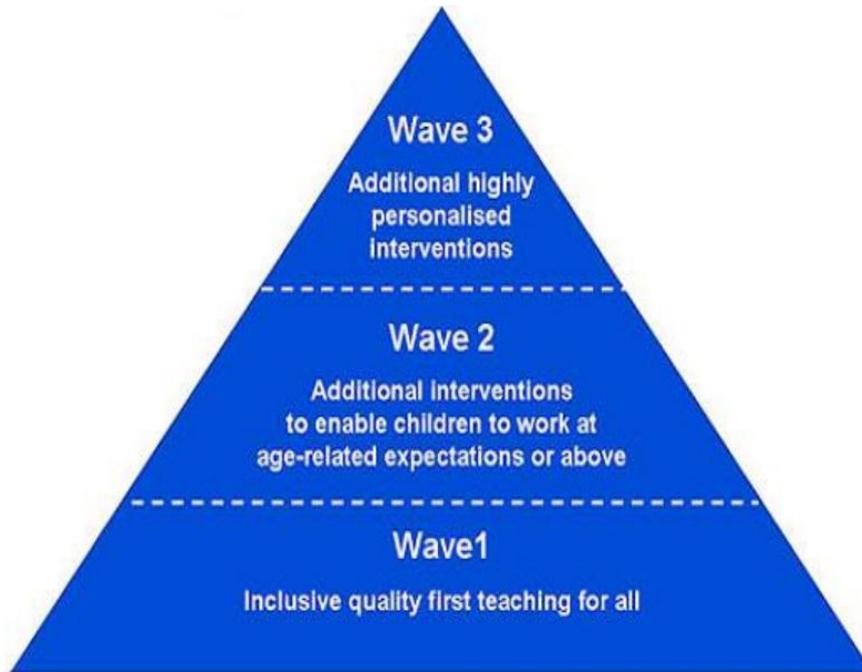
All SEN pupils have a pupil passport and school encourages them to be involved in completing their passports, at their own ability. They are given the opportunity to discuss their progress, strengths, what is working well and share any barriers to learning.

### How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all pupils in their class.

High-quality adaptive teaching is our first step in responding to your child's needs and ensuring that they have access to a broad and balanced curriculum. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

The Graduated Approach identifies a tiered system of support known as 'Waves of Intervention'. It emphasizes that support should start with universal adaptive strategies in the classroom (Wave 1) moving on to targeted interventions if universal support is not sufficient (Wave 2) and finally, specialised interventions (Wave 3) for pupils with complex or persistent needs.



### **Wave 1**

Wave 1 is the expectation of 'High Quality Adaptive' teaching and pitching of work to individual children meaning that every pupil is included. The needs of all children are taken into account, with high expectations for all. For example, teaching will be based on clear objectives that are shared with pupils and returned to at the end of the lesson; carefully explained new vocabulary; use of different, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to develop independence and reduce the number of children who need extra help with their learning or behaviour.

### **Wave 2**

Wave 2 is a specific, additional and time-limited intervention provided for some children who are making slower progress than their peers and need help, alongside high-quality teaching, to accelerate their progress to enable them to work at age-related expectations. This can be for general 'catch-up'. Wave 2 interventions are often delivered to a group of children with similar needs. However, they could also include access to specialist resources within the school, such as therapies, identified interventions and some 1:1 support.

### **Wave 3**

Wave 3 is targeted provision for a minority of children working significantly below their peers where it is necessary to provide highly tailored, additional, long term individualised support to enable children to achieve their potential. This may include one-to-one or specialist interventions, and an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support/interventions.

Each wave is broken down into 4 further categories of provision linked to the four broad areas of Special Educational Needs: Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health. (See Appendix A).

## How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for our pupils with SEN by:

- Reviewing pupil's individual progress towards their SMART targets and goals each term;
- Reviewing the impact of interventions each term;
- Using pupil and parent questionnaires;
- Monitoring which is carried out by the SENCO and Senior Leadership Team;
- SEND reviews carried out by the Local Authority;
- Pupil Progress meetings each term involving the teacher, SENCO and Leadership Team;
- Holding annual reviews for children with EHC plans.

## How will the school resources be secured for my child?

The needs of our pupils are reviewed frequently to ensure appropriate resources and provision are in place to provide an inclusive environment for all.

Teachers and support staff are the best resources at Dovecotes Primary School.

We have a Pastoral Lead and several Youth Mental and Health First Aiders in school to support Social, Emotional and Well-Being.

We also invest significantly in staff training to ensure pupils have access to high quality first teaching.

In addition, staff are regularly trained in a variety of support programmes including Youth Mental and Health First Aid, Speech and Language (ELKAN), Makaton, Numicon (for visual mathematics), Colourful Semantics, Drawing and Talking Therapy, Lego Therapy, Dyslexia interventions, RWI 121 phonics, precision teaching, restorative practice, sensory circuits, cool kids and social stories. Other training sessions include Autism awareness, understanding the needs of neurodivergent pupils and Trauma Informed Practice.

To meet SEN pupil needs, we may also need to secure:

- Extra equipment or facilities;
- More teaching assistant hours (for 1:1 or small group work);
- External specialist expertise.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our Local Authority.

## How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Dovecotes Primary School makes sure that there are no barriers to pupils with SEN and that they enjoy the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including before and after-school clubs.

All pupils are encouraged to go on our school trips, including the residential trips to Kingswood, Dunfield and Llandudno.

All pupils are encouraged to take part in sports day, class assemblies and special workshops.

No pupil is ever excluded from taking part in any activity because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

All pupils with SEN are encouraged to take part in roles such as school council and peer support to ensure their voice is heard within school.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Wolverhampton Local Authority manages school admissions for all pupils who wish to attend any school in the city. Please refer to their website: [School admissions | City Of Wolverhampton Council](#)

How does the school support pupils with disabilities?

Dovecotes Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them from being disadvantaged. Reasonable adjustments and adaptations are made in order to ensure access to all curriculum and enrichment opportunities, including before and after school clubs. The building has ramp access at several entrance points and is on one level.

We use a wide range of learning resources such as progressive learning strategies, which include progression in language structures, questioning stems and learning walls to support the development of language and communication and interaction needs. Our school uses a range of communication methods to information is accessible. We have access to large print resources, pictorial or symbolic resources and (PECS) Picture Exchange System is used for pupils, who require this specialist support, and visual timetables and check lists are used within all classes to support daily tasks and transition.

In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or Disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

For more information, please see the Accessibility Plan.

How will the school support my child's mental health and emotional and social development?

At Dovecotes, we have a caring and understanding pastoral ethos. In February 25, the school achieved the Sandwell Wellbeing Charter Mark which recognises its commitment towards

improving the Social, Emotional and Mental Health (SEMH) of both pupils and staff. Pupils with SEN are encouraged to be part of the school council, clubs and events that support friendship and team building.

The class teacher has overall responsibility for the learning of every child in their class which includes SEND, pastoral and medical needs and, as such, will be the parents first point of contact. If further support is required, then the class teacher may liaise with the SENCo, Pastoral Lead, Youth Mental Health First Aiders or Senior Mental Health Lead for further advice and support.

The school's universal offer includes using Zones of Regulation, Emotion Coaching and Restorative Practice to support emotional wellbeing and build emotional literacy. The school environment contains several reset zones which are calming spaces where children can regulate their emotions and staff have all had training in Trauma Informed Practice and Adverse Childhood Experiences (ACES); some staff are trained in Drawing and Talking Therapy, Lego Therapy, ELSA and Emotionally Based School Non-Attendance.

In addition, school may work alongside outside agencies such as CAMHS Reflexions, Huggle Pets, School Nurses, Educational Psychologists and Base 25 etc. The school has in place several policies that safeguard and support pupil well-being, such as the behaviour policy, safeguarding policy and SEND policy. These policies are all accessible on the school's website.

We have a zero-tolerance approach on bullying.

If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse and parents/carers. These are shared with all staff who are involved with the pupil. We have several named Paediatric First Aid trained staff within the school and staff receive training every year on Asthma, Anaphylaxis and Epilepsy. Where necessary, and in agreement with parents/carers, medicines are administered in school but only if parents have signed a medical consent form available from the school office.

Staff will support pupils in the event of a 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by a phone call, if required. Please refer to the school's Intimate Care Policy.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed;
- Schedule lessons with the incoming teacher towards the end of the summer term.

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases**

Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the summer term of Year 5 and a transition plan is put in place for support.

Transition leads from the secondary schools will come into our school for a meeting with the child's class teacher, often alongside the SENCO. They will discuss the needs of all the children who are receiving SEN support.

Yr 6 children will attend transition days held by Secondary schools to attend their new settings. Some of our SEN pupils require additional induction/transition sessions at their secondary schools.

### What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher, Miss T Challenor, is the designated teacher for looked-after children and previously looked-after children.

She will work with Mrs D Turtle, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### What should I do if I have concerns or a complaint about my child's SEN support?

If you are not happy with the provision that your child is receiving, please speak to Mrs Turtle to discuss your concerns. If you still feel that you have concerns, please refer to the Senior Leadership Team. You will then be referred to the school's complaints policy. If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

### What support is available for me and my family?

Dovecotes Primary School Website for policies and procedures

Wolverhampton City Council – Local Offer – [Wolverhampton Local Offer for SEND](#)

Wolverhampton Information Advice & Support Service – 01902 556945/ Website:

<http://wolvesiass.org>, email address: [ias.service@wolverhampton.gov.uk](mailto:ias.service@wolverhampton.gov.uk)

IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)

Autism West Midlands – [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

Wolverhampton GEM Centre – 01902 444670

Speech and Language – 01902 44363

Special Educational Needs Early Years' Service – 01902 558406

Sensory Inclusion – 01902 555937

Occupational Therapy – 01902 444670

Dove Strengthening Families Hub – 01902 550087

CAMHS – Child and Mental Health Services – 01902 444670

Education Psychology Service – 01902 550609

Specialist Learning Support – 01902 555934

Appendix A

<b>Cognition and Learning</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>• Scaffolding</li> <li>• Modelling of skills</li> <li>• Repetition and reinforcement of skills including worked examples</li> <li>• Learning presented in small chunks.</li> <li>• Task boards to break down tasks into manageable chunks</li> <li>• Consistent use of terms</li> <li>• Success criteria</li> <li>• Time to talk things through with a Talk Partner before feeding back to class</li> <li>• Guided writing</li> <li>• Individual whiteboards for drafting</li> <li>• Visual dictionaries</li> <li>• Word mats</li> <li>• Simplified texts and resources / questioning</li> <li>• ICT to support learning and reduce barriers - tablet devices/voice recorders</li> <li>• Writing frames</li> <li>• Numicon</li> <li>• Concrete Apparatus/Visual Aids</li> <li>• Multisensory Approaches</li> <li>• Working Walls</li> <li>• Support from Teaching Assistant</li> <li>• Different learning styles are adopted</li> <li>• Strategies for Autistic Spectrum Disorder (ASD),</li> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Specific Learning Disorders E.g. Dyslexia (Spilde)</li> <li>• Giving longer processing times</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency (including echo reading/ paired reading)</li> <li>• 121 RWI Phonics</li> <li>• Precision Teaching</li> <li>• Pre-teaching</li> <li>• Keep Up to Catch Up</li> <li>• Objects of reference</li> <li>• Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Intense (1:1) support in core and foundation subjects</li> <li>• Provide programmes/activities working on underlying skills of phonological awareness to underpin teaching of phonics</li> <li>• Use of specialist programmes to make resources: Widget</li> <li>• Specialist support and interventions e.g. Educational Psychologists (EPs), Specialist Teachers, Outreach team</li> <li>• Working memory resources/training e.g. Memory Magic (ELKLAN)</li> </ul>

<ul style="list-style-type: none"> <li>• Using a SEN assessment toolkit to ensure pupils are able to achieve small steps</li> <li>• Next steps in marking</li> <li>• Applying memory strategies</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Seating arrangements / Specific carpet spot</li> <li>• Minimise copying from board</li> <li>• Use of colour and highlighters</li> <li>• Colour overlays/ Reading rulers</li> </ul>		
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<b>Communication and Interaction</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>• Repeat key information slowly/clearly/broken down</li> <li>• Adobe Reader- read out loud</li> <li>• Avoid idioms and sarcasm</li> <li>• scaffolded curriculum planning</li> <li>• Modelled speech/language</li> <li>• Modelled Interaction</li> <li>• Preparation for change of activity or lesson</li> <li>• Structured school and class routines</li> <li>• Visual timetables</li> <li>• Pre-tutoring of key vocab</li> <li>• Use of word mats/banks</li> <li>• Use of symbols/sign support/ Makaton/widget</li> <li>• Simplified language/ key pictorial words</li> <li>• Systematic organisation of independent learning tasks and activities</li> <li>• Emotional literacy lessons in class (Jigsaw)</li> <li>• Clear rewards and sanctions – including motivators</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• Nurture group (social skills &amp; self-esteem)</li> <li>• Counselling</li> <li>• Emotion Coaching</li> <li>• Sensory snacks</li> <li>• Targeted zones of regulation work</li> <li>• Social Stories/ Comic Strip conversations</li> <li>• Wellcomm</li> <li>• Colourful Semantics</li> <li>• Lego Therapy</li> <li>• Talking tins</li> <li>• Talking mats</li> <li>• Use of Widget</li> <li>• Makaton</li> <li>• Colourful Semantics</li> </ul>	<ul style="list-style-type: none"> <li>• Individualised programme, including interventions supported by the SENCO/outside professionals</li> <li>• Individual visual timetables</li> <li>• Individual visual communication system</li> <li>• Targeted work from Speech and Language therapy</li> <li>• SNEYS</li> <li>• Specialist Teacher involvement</li> <li>• Outreach Team Involvement</li> <li>• EP involvement</li> <li>• Intensive Interaction approaches</li> <li>• SCERTS</li> </ul>

<ul style="list-style-type: none"> <li>• Clear and specific learning objectives</li> <li>• Pace and pitch altered to support learning needs</li> <li>• Overt expectations made explicit</li> <li>• Instructions broken down</li> <li>• Calm learning environment</li> <li>• Prompt cards for group roles and conversation skills</li> <li>• Regular mentor support, including adults or peers</li> <li>• Provision of a quiet workstation</li> <li>• Attention and listening activities</li> <li>• Oral blending and segmentation linked to reading and spelling</li> <li>• Talking partners/ group oracy work</li> <li>• Additional processing time</li> <li>• Simplified language</li> <li>• A range of questions and oracy prompts/ sentence stems used so children develop and give better answers</li> </ul>		
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<b>Sensory and Physical</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>• Scaffolded curriculum planning</li> <li>• Access to visual clues</li> <li>• Subtitles on audio visual material</li> <li>• Modified resources e.g. simplified text/language, large print</li> <li>• Adaptions to the classroom (when appropriate)</li> <li>• Fine motor skill activities such as: peg boards, putty, cutting etc.</li> <li>• Additional movement/ sensory breaks/ tools</li> <li>• School building is accessible for all</li> </ul>	<ul style="list-style-type: none"> <li>• Use of specialist equipment:</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Wobble feet</li> <li>• Chair bands</li> <li>• Lap weights</li> <li>• Sloping boards for desks</li> <li>• Adapted cutlery</li> <li>• Fidget kits</li> <li>• Large Print Books</li> <li>• Paediatric Occupational Therapy assessment &amp; resources</li> <li>• Gross motor programmes:</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted work from EP, Occupational Therapy, Physiotherapy, Outreach Team &amp; School Nurse Team</li> <li>• Individual support with self-care where appropriate</li> <li>• ICT program to develop keyboard skills</li> <li>• Individual workstation</li> </ul>

<ul style="list-style-type: none"> <li>• ICT used appropriately to aid learning</li> <li>• Low vision aids and specialist equipment e.g. handheld magnifiers, sloping board, specialist scissors</li> <li>• Pencil/ pen grips / slopes</li> <li>• Seating plans or group tables are used</li> <li>• Teacher to face pupil when talking</li> <li>• Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</li> <li>• Outdoor learning opportunities</li> <li>• Time to complete tasks</li> <li>• Adobe Reader- Read out loud</li> <li>• Consider lighting in room and background noise</li> <li>• Clearly organised classroom</li> <li>• Repeat instructions slowly and clearly</li> <li>• Weighted Resources</li> </ul>	<p>Balance boards/ Trim trail/ Cool Kids</p> <ul style="list-style-type: none"> <li>• Fine motor programmes</li> <li>• Makaton to support language development</li> </ul>	
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<b>Social and Emotional Health</b>		
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>
<ul style="list-style-type: none"> <li>• Behaviour and wellbeing environmental checklist</li> <li>• Environmental adaptation e.g. social seating and proximity to teacher</li> <li>• Mindfulness</li> <li>• Restorative Practice</li> <li>• Whole school positive behaviour policy to support MHWB</li> <li>• Differentiated and additional learning activities to engage and motivate</li> <li>• Emotion Coaching</li> <li>• Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture group (social skills &amp; self-esteem)</li> <li>• Individual reward system &amp; behaviour logs</li> <li>• Additional support at playtime (break time and lunchtime clubs)</li> <li>• Transition support</li> <li>• Emotion Coaching</li> <li>• Sensory diet/ snacks</li> <li>• Targeted work on zones of regulation</li> <li>• Restorative meetings and conferences</li> <li>• Social Skills training</li> <li>• Drawing and Talking Programme</li> <li>• Lego Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO facilitates identification of hidden learning needs e.g. anxiety, depression or ADHD</li> <li>• Inclusion Support for children who are at risk of disaffection and exclusion</li> <li>• Use of self-management programmes to develop skills, confidence and engagement</li> <li>• Personalised programmes for managing and controlling emotions</li> </ul>

<ul style="list-style-type: none"> <li>• Class Jigsaw (PSHE) time</li> <li>• Flexible and creative use of rewards and consequences</li> <li>• Identify and build on preferred learning styles</li> <li>• Positive language to re-direct, reinforce expectations e.g. use of others as role models</li> <li>• Reset Time/ safe space</li> <li>• Access to a quiet free workstation</li> <li>• Golden time</li> <li>• Visual reward systems (marble in the jar)</li> <li>• Peer supporters</li> <li>• Stress relievers</li> <li>• Emotion/social resources</li> <li>• Positive touch, praise and high expectations</li> <li>• Sensory Tools/ Breaks</li> <li>• Structured Routines</li> <li>• ABC charts</li> <li>• Visual timetables/prompts / Now and Next boards</li> <li>• Weighted Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Solution focussed interventions</li> <li>• Social Stories/Comic Strip conversations</li> <li>• 'All about me!' interventions</li> </ul>	<p>and the resulting behaviour</p> <ul style="list-style-type: none"> <li>• Interventions such as drawing and talking approaches 1:1</li> <li>• Emotional Literacy Programme (ELSA)</li> <li>• Targeted work from –Inclusion Support, CAMHS, Educational Psychology and Reflexions</li> <li>• Advice and guidance from outside agencies</li> </ul>
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