



Ribbleton Avenue Methodist Junior School

SEND Guidance Sheet

Waves of Provision

This guidance is to support teachers with identifying and responding to pupils with additional needs using a structured, evidence-based approach in line with the SEND Code of Practice and our school's policies.

Universal Support (Wave 1)

Quality First Adaptive Teaching

All pupils receive:

- High-quality adaptive teaching.
- An ambitious and inclusive curriculum.
- Scaffolded learning and appropriate adaptations.
- Visual supports and dual coding where appropriate.
- Explicit teaching of vocabulary and key concepts.
- Retrieval practice and links to prior learning.
- Flexible grouping and targeted support within lessons.
- Alternative methods of recording where required.
- Assistive technology where appropriate.
- Consistent routines and expectations.
- Opportunities to develop independence.

Staff must:

- Implement adaptive teaching strategies from the Whole School Provision Map.
- Identify and address barriers to learning through classroom practice.
- Use assessment for learning and professional judgement to monitor progress.
- Record and evaluate strategies used.
- Liaise with parents regarding emerging concerns.

No SEND register placement or IEP is required at this stage.

The majority of pupils' needs should be met through high-quality adaptive teaching.

Targeted Support (Wave 2)

Initiated when:

- A pupil is not making expected progress despite sustained Wave 1 provision.
- Additional support is required beyond normal classroom adaptations.
- Concerns remain following implementation of adaptive teaching strategies.

Steps to follow:

- Complete an Initial Concern Form.
- Discuss concerns with the SENDCo.
- SENDCo may observe the pupil in class.
- Gather pupil voice where appropriate.

- Meet with parents/carers to discuss concerns and proposed support.
- Implement targeted interventions matched to identified needs.
- Monitor impact through the Assess-Plan-Do-Review cycle.
- With parental agreement, place the pupil on the SEND Register where appropriate.
- Create an Individual Education Plan (IEP) outlining targets, provision and review arrangements.

Provision may include:

Cognition and Learning

- Nessy
- Toe by Toe
- Fine motor programmes
- Handwriting interventions
- Precision teaching
- Small-group literacy and numeracy interventions

Communication and Interaction

- WellComm
- Colourful Semantics
- Social communication support
- Speech and language programmes

SEMH

- Heart Room support
- Nurture groups
- Friendship groups
- Emotional regulation support
- Counselling
- Play therapy

Sensory and Physical

- Fine and gross motor support
- Sensory regulation strategies
- Adapted resources and equipment

The class teacher remains accountable for pupil progress and outcomes.

Specialist Support (Wave 3)

Initiated when:

- Significant or complex needs are identified.
- Progress remains limited despite targeted support.
- Specialist assessment or advice is required.
- Provision requires a highly personalised approach.

Actions:

- SENDCo requests specialist involvement as appropriate.

- Implement recommendations from specialist reports.
- Continue the Assess-Plan-Do-Review cycle.
- Maintain detailed provision records and intervention evaluations.
- Review progress regularly with parents and professionals.
- Ensure support is delivered consistently and monitored carefully.

Provision may include:

Specialist Advice

- Educational Psychologist
- SEND Specialist Teacher
- Speech and Language Therapy
- Occupational Therapy
- CAMHS/CYPPS
- Key Emotional Support Service
- Inclusion and Engagement Support Team
- School Nurse
- REACH Behaviour Support
- Rainbow SEND Assessments

The Nest Provision

Some pupils with Cognition and Learning needs may access The Nest.

The Nest:

- Is led by a qualified teacher supported by experienced teaching assistants.
- Provides highly adaptive teaching and personalised support.
- Focuses on developing foundational knowledge, literacy, numeracy, communication and independence.
- Uses small-group teaching and multisensory approaches.
- Supports pupils to access an ambitious curriculum.
- Maintains links with mainstream classes wherever possible.
- Operates flexibly according to individual need.

Some pupils may access The Nest temporarily before successfully increasing access to mainstream lessons. Others may access the provision whilst awaiting specialist placement decisions.

EHCP Support

Where evidence demonstrates that a pupil requires provision beyond the resources ordinarily available within school, the SENDCo may request an Education, Health and Care Needs Assessment (EHCNA).

Where a pupil has an Education, Health and Care Plan (EHCP):

- Section E outcomes must be actively worked towards.
- Section F provision must be delivered as specified.
- Progress must be reviewed regularly.
- Annual Reviews must be completed in accordance with statutory requirements.

SEND Guidance Sheet: Graduated Approach

Assess – Plan – Do – Review (SEND Code of Practice)

This cycle underpins all three waves and ensures that:

- Needs are accurately identified.
- Provision is appropriate and effective.
- Adjustments are made based on pupil progress.

The **graduated approach** is a cycle of assess-plan-do-review that helps identify and respond to the needs of pupils with SEND.

The Four-Part Cycle
Assess Teachers gather information from: Observations Assessments Parent views Pupil voice Specialist advice Attendance and wellbeing information
Plan Outcomes, strategies and provision are agreed with: Parents Pupils Class teachers SENDCo External professionals where appropriate
Do Support is implemented by: Class teachers Teaching assistants SEND staff External professionals The class teacher remains responsible for overseeing provision.
Review Progress is reviewed regularly to determine: What is working well What needs adapting Whether provision should increase, reduce or remain in place The cycle then begins again.

SEND Code of Practice (2015), Paragraph 6.36

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

At RAMJS, all staff share responsibility for inclusion. Every teacher is a teacher of SEND and every child should experience belonging, participation and success within an ambitious curriculum.