

Provision at BVPS

We are an inclusive school, with a whole school approach to special educational needs. We have a collective responsibility for ensuring that the special educational needs of all children are met through appropriate provision. Our school values and ethos inform everything we do. We ensure parity of access to education and strive to respond to the diverse learning needs of all children and to create the conditions for optimal learning. We use Maslow's Hierarchy of Needs to ensure that children are in the best state for optimal learning.

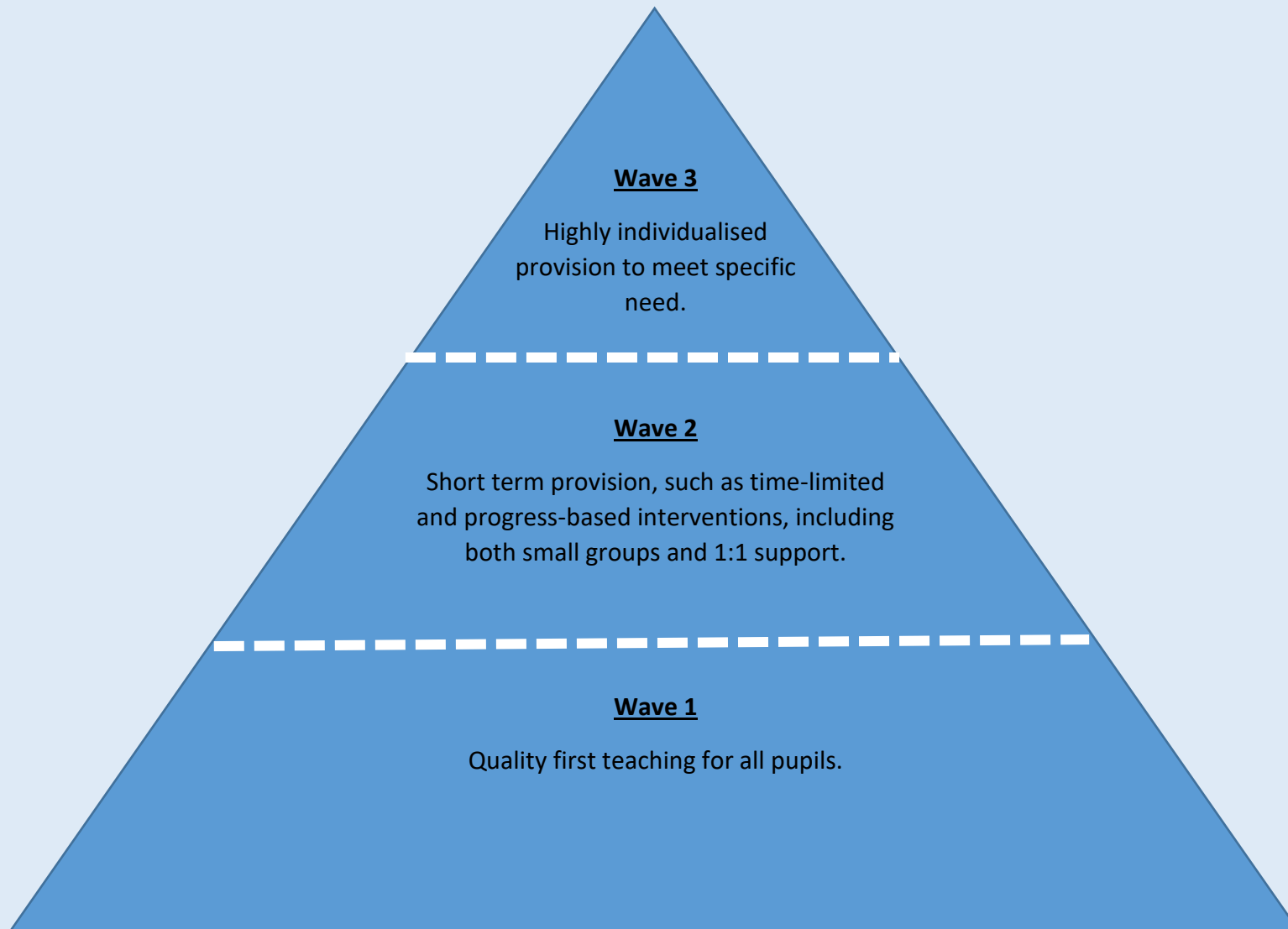
The greatest influence over pupil progress is the quality of teaching delivered in the classroom. We invest in training, resources and monitoring to ensure classrooms are an inclusive place for all children. We ensure that all classrooms are friendly learning spaces for those with Dyslexia, consistently implementing strategies that benefit all learners. This 'Quality First Teaching' is known as **Wave 1**. The needs of all children are taken into account, with high expectations for them.

Wave 2 is more targeted at pupils with Special Educational Needs and Disabilities (SEND), though other children may access this where appropriate. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be to facilitate for general 'catch-up', or, the start of the graduated response cycle of Assess, Plan, Do, Review (see our SEND policy for further information).

A child identified as having SEND may also access **Wave 3** provision. This can be provided individually or in a small group, and the support provided is personalised to enable the child to achieve his/her potential. External specialists may be asked to advise on more specialised support, generally where a student has not progressed as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

This support is additional to or different from the everyday curriculum for that class. All children with an EHCP have additional provision, which is detailed in an Individual Support Plan (ISP). This plan is prepared by the class teacher, overseen by the SENCO and reviewed termly. It may also include the provision/advice from an external agency or professional, such as a Speech and Language therapist.

Waves of Intervention at BVPS



Wave 1 – Quality First Teaching for all pupils

Cognition and Learning	Communication and Interaction
<p>Learning Ethos:</p> <ul style="list-style-type: none">• Children understand the Zones of Regulation and how it feels to be 'ready to learn'• High expectations and appropriate challenge of all pupils• Well-planned lessons that meet the needs of all pupils• A creative and engaging curriculum <p>General teaching:</p> <ul style="list-style-type: none">• Guided teaching groups• Teaching assistants to support, where appropriate• Visual and concrete resources used to consolidate learning• Differentiated learning• Multi-sensory approach• Flexible seating arrangements• Target setting for all children• Lexia programme to support reading development <p>Visual presentation of lessons:</p> <ul style="list-style-type: none">• Use of single colour background on screen• Non-crowded font styles• Information and text spaced out• Avoided use of green, red and pink font• Avoided use of underlining and use of italics• Avoided use of white background with black text and vice versa	<p>Learning Ethos:</p> <ul style="list-style-type: none">• Children understand the Zones of Regulation and how it feels to be 'ready to learn'• High expectations and appropriate challenge of all pupils• Well-planned lessons that meet the needs of all pupils• A creative and engaging curriculum <p>Other strategies:</p> <ul style="list-style-type: none">• Pre-teaching vocabulary• Modelling and extending language• Use of shape coding, where appropriate• Use of colour to support memory• Name-fronted questioning• Repeating instructions to children and asking them to repeat• Mind mapping new ideas• Visual time tables• Resources labelled• Classroom set ups similar to ease and support transitions• Use of Talk 4 Writing, including oral recall practice

<p>Written resources:</p> <ul style="list-style-type: none"> • Printed font size should be no smaller than 12-14. • Use of simple images to support text • Use of bullet points or numbered points to simplify dense paragraphs • Coloured paper available for recording, where appropriate 	
Social, Emotional and Mental Health	Physical and/or Sensory
<p>Learning Ethos:</p> <ul style="list-style-type: none"> • Children understand the Zones of Regulation and how it feels to be 'ready to learn' • Application of school Behaviour for Learning Policy • Well-Done Wednesday assembly • Wellbeing Wednesday programme 	<p>Ethos:</p> <ul style="list-style-type: none"> • Wraparound care available to every child • Free fruit for all Early Years and Key Stage 1/2 children • Free milk for all children • Snack time within school day timetabled for all children • After school sports clubs run externally • Flexible teaching arrangements e.g. seating, teaching resources • Availability of resources e.g. pencil grips, pens • Outdoor space utilised for learning, including the field, playgrounds and other play areas, such as the nature trail

Wave 2 – Short term provision, including time-limited and progress-based interventions, small groups and 1:1 support

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> • Targeted intervention groups, such as Toe by Toe or Power of 2 • Monitoring of impact of such interventions • Small group learning with class teacher or alternative adult • Pupil progress tracked and monitored • Teacher-led focus groups • Visual resources to support learning • Concrete resources to support learning 	<ul style="list-style-type: none"> • Advice from Speech and Language therapists implemented • Social skills support
Social, Emotional and Mental Health	Physical and/or Sensory
<p>Learning Ethos:</p> <ul style="list-style-type: none"> • Children understand the Zones of Regulation and how it feels to be 'ready to learn' • Application of school Behaviour for Learning Policy • Social skills • Emotional Literacy sessions 	<ul style="list-style-type: none"> • Small group gym intervention • Sensory sessions • Motor skill support sessions

Wave 3 – Highly individualised provision to meet specific need

Cognition and Learning	Communication and Interaction
<ul style="list-style-type: none"> • Individualised timetable • Individualised work station • Adjusted curriculum, where appropriate • Visual resources to support learning • Concrete resources to support learning • Access to Educational Psychologist (EP) • Advice and support from external agencies, such as STIPP • Specific 1:1 or small group support from a TA, where appropriate 	<ul style="list-style-type: none"> • Social skills interventions and use of social stories • Referral to The Nest, nurture provision, where appropriate • Referral to speech and language therapy, where appropriate • Individualised speech and language support • Autism outreach support, (i.e. Linden Bridge) • Equipment for specific needs, where appropriate • Emotional Literacy support, based around the Zones of Regulation • Specific 1:1 or small group support from a TA, where appropriate
Social, Emotional and Mental Health	Physical and/or Sensory
<ul style="list-style-type: none"> • Social skills interventions • Sensory sessions • Individual risk assessment, where appropriate • Referral to external support and outreach • Emotional Literacy support, based around the Zones of Regulation <p>Where appropriate:</p> <ul style="list-style-type: none"> • Liaison with Children’s Services for additional support • Referral for access to The Nest, our in-school nurture provision • Referral for a Family Support Worker • Referral to the Child and Adolescent Mental Health Services (CAMHS) 	<ul style="list-style-type: none"> • Individual Health Care Plan • Access arrangements, where appropriate • Sensory sessions • Specific 1:1 support from a TA, where appropriate • Advice and support from outside agencies, including Occupational Therapists • Equipment for specific needs, where appropriate • Individual OT support in school