



SEND PROVISION



Contents

1: SEND Provision and Quality First Teaching

2 and 3: SEND Graduated Provision Map

4: The Local Offer

SEND PROVISION

What are the areas of need?

Special Educational Needs and Disabilities (SEND) is divided into four areas of need:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and / or Physical

Pupils with SEND will have a primary need i.e. the most prominent area of need, but may also have additional needs in another area(s).

Overview of our Graduated Provision

- 'Exploration Phase': Quality first teaching is vital in order create an inclusive learning environment which supports and challenges pupils in all areas of the curriculum.
- SEN Support: Individual targets set and appropriate classroom resources put into place to support pupils to make progress.
- SEN Support * : Targeted interventions delivered individually or in a small group setting to provide support to enable pupils to secure age-related expectations.
- EHCP: Individual intervention(s) to provide specialised support for a pupil.

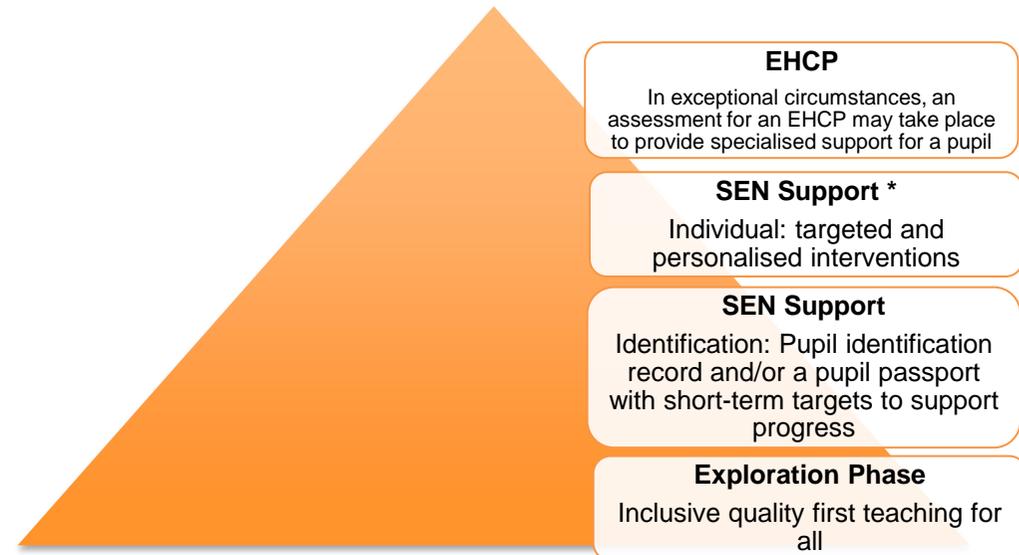
QUALITY FIRST TEACHING

What is quality first teaching?

Quality first teaching is paramount in creating an inclusive learning environment for all pupils.

What does quality first teaching look like in our school?

- Highly focused lessons
- High expectations for pupil involvement and engagement with learning sequences
- Interactive learning experiences for all pupils
- Appropriate and adaptive use of teacher questioning, modelling and explanation
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups



SEND GRADUATED PROVISION MAP

Area of Need	Exploration Phase: Inclusive quality first teaching for all	SEN Support: Identification: individual identification record and/or a pupil passport with short-term targets to support progress	SEN Support * : Individual: targeted and personalised interventions	EHCP: Individual, specialised support
<p>Cognition and Learning</p>	<p>Quality first teaching with adapted tasks, scaffolding and challenge.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all pupils regardless of ability.</p>	<p>Pre-teaching and over-learning of teaching sequences may be delivered by the class teacher.</p> <p>Individual identification record and/or pupil passport with set targets to support small steps of progress to achieve age-related expectations.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p> <p>Access to classroom resources which support and enable the development of independent learning.</p>	<p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p> <p>Access to classroom resources which support and enable the development of independent learning.</p> <p>Individual and/or small group interventions delivered with a focus on Spelling, Writing, Reading or Maths. Some interventions may combine more than one area of learning in each session.</p>	<p>Support from an external agency where appropriate e.g. Specialist Teaching and Learning Service.</p> <p>Additional adult support where needed in order to access the curriculum.</p> <p>An adapted curriculum where necessary to support progress (these may be defined as small steps of progress).</p> <p>Individual and/or small group interventions delivered with a focus on Spelling, Writing, Reading or Maths.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress.</p>

			Support from an external agency where appropriate e.g. Educational Psychologist.	
Communication and Interaction	<p>Quality first teaching with adapted tasks, scaffolding and challenge.</p> <p>Speaking and listening opportunities in lesson.</p> <p>Access to assessment for identification of significant needs.</p> <p>Effective use of the learning environment.</p> <p>Dedicated and caring staff who value all pupils regardless of ability.</p>	<p>Assessment and identification of language need and feedback to parents / carers and staff.</p> <p>Transition support.</p> <p>Individual pupil identification record/pupil passport with termly reviewed targets.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p>	<p>Support from an external agency where appropriate e.g.: Speech and Language Therapist NHS.</p> <p>Termly meetings with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p> <p>Access to interventions focused on Social Skills delivered by Pastoral Lead.</p> <p>Effective use of the learning environment with adaptations made to support specific needs.</p>	<p>Support from an external agency where appropriate e.g.: Speech and Language Therapist NHS.</p> <p>Specialised interventions targeted to area of need.</p> <p>Termly meetings with parents/carers to discuss targets, provision and progress.</p>
Social Emotional and Mental Health	<p>Quality first teaching with adapted tasks, scaffold and challenge.</p> <p>PSHCE lessons.</p>	<p>Individual pupil identification record and/or pupil passport with identified areas of need.</p>	<p>Support from an external agency where appropriate e.g. Specialist Teaching and Learning Service.</p>	<p>Termly meetings with parents/carers to discuss targets, provision and progress.</p>

	<p>Pastoral Lead available to support pupils.</p> <p>Clear and structured reward and sanction systems.</p> <p>Designated Safeguarding team.</p> <p>Access to assessment for identification of significant needs.</p>	<p>Regular check-ins with allocated staff member.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p>	<p>Regular check-ins with allocated staff member.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p>	<p>Support from an external agency where appropriate e.g. Specialist Teaching and Learning Service.</p>
Sensory and / or Physical	<p>Quality first teaching with adapted tasks, scaffold and challenge.</p> <p>Areas within the learning environment for pupils to self-regulate.</p> <p>Access to assessment for identification of significant needs.</p>	<p>Individual identification record and/or pupil passport with targets set for individual needs.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p> <p>Sensory breaks to encourage self-regulation.</p>	<p>Support from an external agency where appropriate e.g. Occupational Therapist.</p> <p>Termly meeting with parents/carers to discuss targets, provision and progress. This will follow the model of assess-plan-do-review.</p>	<p>Staff trained to support specific pupil needs.</p> <p>Support from an external agency where appropriate e.g. Occupational Therapist.</p>

THE LOCAL OFFER

A local offer gives children and young people with special educational needs or disabilities and their families information about what support services will be available in their area. The name 'local offer' was given by the government.

More information on what is available to scholars with SEND and their parents / carers in Hertfordshire can be found on the Hertfordshire Local Offer website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>