Brookvale
ACADEMY

SEND Policy & Information Report

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CEO approval:	Sean Kelly
LGB ratification:	Autumn Board
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Empowering through education

1. Introduction

1.1 Brookvale Academy is committed to supporting pupils with Special Educational Needs and Disabilities (SEND) and ensuring that appropriate provision is in place to meet their individual needs. We adopt inclusive practices aimed at raising aspirations and improving outcomes for all pupils, regardless of the barriers or challenges they may face.

1.2 We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

2.1 This policy and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

a) Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities.

b) The Special Educational Needs and Disability Regulations 2014, set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

c) The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.

f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

3.1 At Brookvale Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

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3.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definition of SEND

4.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2. They have a learning difficulty or disability if they have:

a) A significantly greater difficulty in learning than the majority of the others of the same age, or

b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.3. The four areas of need:

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as; dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

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Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles & responsibilities

5.1 The SENDCo

5.2. The SENDCo is Emma Thornton

5.3. They will:

a) Work with the Head of School and the governors/trustee to determine the strategic development of the SEN policy and provision in the school.

b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

d) Advise on the graduated approach to providing SEND support.

e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.

f) Be the point of contact for external agencies, especially the local authority and its support services.

g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

h) Ensure the Academy keeps the records of all pupils with SEND up to date.

5.4. The Local Governing Body (LGB)

5.5. The LGB will ensure the duties set out in this policy are carried out effectively by the academy.

5.6. The LGB will:

a) Help to raise awareness of SEND issues at governing board/trustee meetings.

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b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.

c) Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

5.8. The Head of School

5.9. The Head of School will:

a) Work with the SENDCo and governance to determine the strategic development of the SEND policy and provision within the academy.

b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

c) Have an overview of the needs of the current cohort of pupils on the SEN register.

d) With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

5.10. All Staff

5.11 Staff are responsible for:

a) The progress and development of every pupil in their class.

b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.

c) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.

d) Ensuring they follow this SEND policy.

6. SEND Information Report

6.1. Please see Appendix 1.

7. Complaints

7.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

8. Contact details of support services for parents of pupils with SEND

8.1. Please click here for information about Nottingham City's local offer.

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9. Monitoring arrangements

9.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

10. Linked policies

a. Child Protection & Safeguarding Policy

b. Relationships & Positive Behaviour Policy

c. Concerns & Complaints Policy

d. Disciplinary Procedure Policy

e. Whistleblowing Policy

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Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	The academy provides education for a range of needs including: • Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia • Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
Which policies identify children and young people with SEND?	The focus at Brookvale Academy is on the early identification of additional needs. Through a range of assessments, we work with the Education Placement Team following the admissions process to develop a best-fit offer. The SENCO considers: • Pre-transfer information from commissioning schools, including about pupils with EHCPs. • Concerns expressed by teachers, support staff and staff across the setting. • Parental and pupil voice • Cognitive Ability Tests during first half term and potential for access arrangements identified as part of the exam process. On-going review activity informs progress in areas including academic development, attendance and behaviour. Further consideration is given to the individual circumstances of pupils, for example, those who are in Care and/or eligible for the Pupil Premium. Throughout the duration of their placement, additional identified needs are recognised and reported to the SENCO to consider all the information gathered from within the academy. Parents/carers will be notified by a telephone call/letter of the meeting, where the following will be discussed: • the pupil's areas of strengths and difficulties • any parent/carer concerns • plan any additional support your child may receive • discuss with you, any referrals to professionals, to support your child's learning. We aim to work with the pupils and parents/carers through this process.

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How are their needs assessed?	At Brookvale Academy we ensure each pupil with SEND gets the support they need. On entry to the academy, the staff team combines information gathered by the SENCO and other stakeholders, including pupil and parent views to build an overview of what pupils need and what they want. In addition to this, completion of baseline assessments (CATS, NGRT, emotional development profile) support leaders to determine the appropriate provision that will meet the pupil's needs. Leaders use this information to plan specific support and interventions and place the pupil on the correct assessment pathway. The pathways are as follows: Pathway 1- Pupils receive intense support and interventions to reengage them in education. SEND may not be identified before attending. Observations are carried out to ensure the most suitable approach and adaptations are made. Pathway 2- Pupils engage with the curriculum but require extra support and interventions. SEND may already be identified and appropriate support in place. Pathway 3- Pupils are engaged and focused. They require intervention around the excluding behaviour and may also require some academic intervention. Pupils may move through the pathways depending upon several factors including engagement, progress in interventions and self-regulation strategies. Pupils may move onwards to either mainstream school, an alternative provision or a specialist setting. The academy works with external agencies including Speech and Language Therapists, Communication Autism Team and the Educational Psychologist Service to organise additional support. The academy team is responsible for the progress and development of pupils in their setting, including the additional help offered by teaching assistants and other adults. High-quality teaching is adapted to pupils' needs. The quality of teaching across is regularly reviewed through our quality assurance process. When a pupil is identified as having SEND, we use a four-step process to ensure barriers to learning are removed and effective provision is put in place. This process is known as the 'Graduated Approach' and ensures that parents' and pupils' needs are at the centre of all provisions provided.

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Who is the academy's SENDCo?	Emma Thornton E.Thornton@brookvale.raleightrust.org 0115 9151271
What expertise and training do your staff have? How do you secure additional specialist expertise?	The quality of teaching and learning is reviewed regularly to maintain a high standard of quality. There is an ongoing professional development programme throughout the academic year which is designed to enhance knowledge and understanding of SEND within the academy for example: • modelling and scaffolding the curriculum • behaviour management • de-escalation techniques • intervention • Boxall wellbeing approach • safeguarding • using specialist medical equipment • trauma-informed practice • identification of SEND There is a designated safeguarding lead (DSL) to ensure that pupils are effectively protected from harm. The safeguarding lead ensures all staff are aware of their duty of care to keep children safe. The academy has strong links with external agencies such as the Autism team and the Learning Support team. These agencies deliver appropriate training and support. On admission, the academy team is made aware of the learners with identified needs. Staff are supported with specific strategies and interventions that best allow them to support the pupils in their provision.

How will the academy know if my child needs SEN support? How are their needs assessed?	The academy reviews the progress of pupils on a half termly basis to ensure they are on track. Staff will liaise with the SENCO if they feel there are any barriers to learning and will work with the SENCO to identify if the pupils need SEN support. Leaders capture the pupil's voice during every visit to inform future developments. Leaders conduct further assessments throughout the year to monitor progress, both academically and emotionally.

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How do you assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and pupils as part of this assessment and review?	The academy monitors the overall aims and objectives set out by the Pupil Profile by the following: • Review pupil's progress towards their targets each term • Analyse the impact of interventions • Utilise provision maps to track interventions • Conduct annual reviews for pupils of SEND or EHC plans • The academy is committed to working in partnership with parents and carers. • Parents and carers are contacted on a frequent basis by the academy team. • An open-door policy for all enquiries regarding the provision offered to your child. • Should you wish to discuss your child further, you could contact the SENCO at Brookvale Academy or one of the Senior Leadership Team (SLT).
How do you consult with parents of children with SEND and involve them in their child's education?	Parents can expect to see regular information from the academy team. Class Dojo and phone calls are used a method of updating parents and carers regularly, as well as parents and carers being invited into school at least termly to discuss their child's progress. Pupils with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENCO, in addition to the annual review.
How do you consult with children and young people and ensure they are actively involved in their education?	The academy team gathers views about pupils' experiences and ambitions for the future in the following ways: • During the induction and assessment phase we record the pupil's hopes and ambitions in the Individual Education Plans (IEPs). • During all academy quality assurance activities, the team actively captures the views about pupils' experiences and records these in the evidence base. • Conduct annual survey (Spring term)
How will the academy adapt its teaching for my child? What interventions are available at your academy to support my child?	The teaching staff has an awareness of strategies to support pupils access the curriculum and meeting their individual needs. The academy provides support and delivers interventions for pupils with EHCP targets to meet their outcomes. The teaching staff: • Adapt planning to support the needs of pupils with SEND. • Use a variety of teaching styles and cater to different learning styles to allow pupils with SEND to access the curriculum. The Pupil Profile is used to identify if a pupil requires interventions on admission. The academy will continue to assess the pupil's progress to identify any further barriers to learning. The academy offers a range of interventions that support pupils: - Social and emotional development - Cognition and learning - Reading - Communication and Interaction

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	The academy provides additional specialist support from the Taskforce Team which includes Youth Offending, Change Grow Live, Counselling, and Speech and Language support.

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How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	We will make reasonable adjustments to the curriculum or learning environment as required. These changes will only be made in consultation with the provision, SENCO, parents, and the child themselves. The academy team will work with external agencies for advice and support if specialist equipment is required to meet the needs of any child. The Education Placement team will liaise with the SENCO to ensure there is a clear plan in place for the admission arrangements for all pupils with SEND or disabilities. This may include a multi-agency approach if required to ensure a smooth transition. The accessibility of the site will be incorporated into the transition plan to ensure the provision can meet the needs of the pupils. Adaptations to the curriculum or learning environment may be made to remove barriers to learning to meet the pupil's needs such as: •Sitting at the front of the classroom • Using enlarged resources • Use of ICT • Use of colour overlays • Having someone scribe the work The academy team may seek further advice from a specialist professional, e.g Educational Psychologist. This will help the academy to understand your child's needs better and provide further strategies to support them in their provision and at home. We aim to ensure that all SEND children enjoy the same activities as other children in their setting. All pupils are encouraged to go on trips and visits. We will provide the necessary support to ensure that this is successful. A risk assessment will be carried out before any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided. The pupils have access to personal development activities, and they are differentiated to meet the individual child's needs and interests e.g. Gymnastics, climbing and residential trips. The academy team will ensure staff are fully aware of the pupil's medical needs. The individual health care plans are reviewed throughout the year in collaboration with agencies and parents/carers. The academy has policies in place to respond to emergencies. Parents/carers need to contact the academy team if medication is recommended by health professionals to be taken during the school day. The academy Accessibility Plan outlines further details. Leaders will ensure that the academy has suitable arrangements in place to meet the needs of disabled pupils.

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How do you evaluate the effectiveness of the provision made for children and young people with SEND?	The academy team evaluates its effectiveness through a variety of processes including: • Reviewing pupils' progress towards their targets each term • Quality assurance processes that include lesson observations, looking at books and talking to the pupils. • Through pupil and parent/carer surveys • Reviewing the impact of interventions after a predetermined number of weeks • Monitoring by the staff • Using assessment trackers to measure progress. • Holding annual reviews for pupils with an EHCP. The Head of School reports on all aspects of the academy to the board. The board conducts joint visits to review the provisions across the trust with leaders throughout the year. The academy's effectiveness in the annual review process for EHC plans and SEND plans is monitored by the SENCO.
How will the academy resources be secured for my child?	The nature of the settings allows the staff-to-pupil ratio to be small. The academy team ensures the appropriate resources, interventions, equipment and TA support are in place for the pupils. The academy team focuses on the needs of our pupils with an EHCP to ensure we can best meet the statutory requirements.
How do you support children and young people who move between phases of education?	The academy recognises that transitions can be difficult for pupils with SEND and their families so take steps to ensure any transition is as smooth as possible. If your child is moving to another setting/alternative provision • We will contact the school's SENCO/SEN link and ensure they know about any special arrangements and support that needs to be made for your child • All records about your child are passed on as soon as possible. When moving classes • Information will be passed on to the new teachers. • All relevant information will be shared. • Access arrangements are organised by the SENCO. Pupils must always have a history of need, and any special arrangements must reflect the pupil's normal way of working. The document 'Access Arrangements and Reasonable Adjustment-General and Vocational Qualifications' (JCQ), sets out procedures and guidelines for applying for special arrangements. Not all pupils with SEND will qualify for access arrangements. We will work with the pupils to ensure assessments are completed to meet the pupil's needs. All pupils receive careers guidance sessions which are built into the curriculum time with more focused advice to prepare for KS4.

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	This will involve: • Careers events from external providers • Work experience opportunities • Support with drafting CVs and applications
How do you help children and young people prepare for adulthood?	We help prepare the pupils for adulthood by educating them on real-world skills taught through PSHE, cooking, ICT, and social skills. Parents may like to use the website of the National Careers Service which offers information and professional advice about education, training, and work for people of all ages, https://nationalcareers.service.gov.uk/. Parents may also wish to examine options identified in the local offer, published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. Where a pupil has an EHCP, from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living, and participation in society.
How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?	We provide a wide range of curriculum experiences and opportunities for pupils to participate in such as Food Technology, DJ skills, Boxing, and community projects. No pupil is ever excluded from taking part in these activities because of their SEN or disability. All staff running trips must complete risk assessments including specific details of how to support learners with SEND. All pupils are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care Plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.

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How do you support the well-being of children and young people?	We have many strategies and interventions embedded within our everyday practice to assist pupils in becoming aware of how they are feeling and how their choices impact the emotional well-being of others. We have staff who can provide mentoring and support when required. The Taskforce team includes a qualified counsellor for one-to-one support. The academy completes an emotional development baseline on entry to plan appropriate interventions. The school Nurse is available for drop-in sessions, or we can refer the pupil directly. The Trust delivers Mental Health First Aid Training (MHFA England) to provisions and to the academy team to ensure they have the skills to support the pupils with mental health difficulties. To support pupils' emotional development, we use Boxall in our setting, a whole school approach to supporting emotional well- being. We have two wellbeing practitioners, who support pupils on a one-to-one and group basis.
How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	At Brookvale Academy when a pupil continues to make less than expected progress, we will consider involving specialists or external agencies. If specialists should be involved, we seek parents' permission first. Following a meeting or an assessment with a specialist we will share what was discussed and/or agreed with the parents and teachers of the pupil. If we feel a pupil needs more specialist help, we can work with the agencies such as: • Mental Health Support Team (Nottingham) • Education Psychologist • Taskforce • Learning Support Team • The Autism Team – Nottingham • Speech & Language Therapist • Youth Offending Support • CGL • Counselling – Base One (Nottingham)
What support is in place for looked-after and previously looked-after children with SEN?	Pupils who are looked after (LAC) are regularly monitored via a pupil education meetings (PEP). This meeting occurs once a term and includes the designated teacher, social worker, care home, tutor and the pupil. The meetings are a review of current attainment, attendance, pupils' view, carers view and next steps in terms of education. PEP meetings have an allocated budget that can be used to fund resources and services that engage the pupil with learning and support progress. The designated **LAC teacher is Elizabeth Owen.**

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What should I do if I have a complaint about my child's SEN support?	Parents and carers are contacted frequently by the Brookvale Academy SENCO or class tutor to inform them of their progress. If you were to have a query or question regarding the provision offered to your child with SEND, in the first instance, we would encourage you to contact the class tutor or contact the SENCO at Brookvale Academy. If you are still not satisfied with how your concern has been dealt with then our Head of School will investigate. If you have concerns about your child that have not been addressed by the SENCO, you should contact the Head of School in line with our complaints policy. A copy of the policy can be found on the academy website.
What support is available for families?	We support our pupil's families by offering drop-in coffee morning sessions once a term. These sessions are supported by Educational Psychologists, Behaviour specialists, Speech and Language Therapists and Wellbeing Practitioners. The sessions focus on various topics including wellbeing, communication and supporting reading at home. You can also access the available support on offer for SEND via the Local Offer for Nottingham City

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Appendix 2: Graduated Approach



Appendix 3: Whole Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2: Targeted Intervention offer	Wave 3: Specialist (External) Intervention Offer
Social, Emotional, Mental Health and Behavioural	Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future. • Inclusive environment • Small classes with a high staff ratio • High-quality teaching • Positive behaviour support • Access to support staff • Regular check-ins • Positive classroom environment • Peer support • Effective communication • Access to resources • Promoting resilience • Regular review and evaluation • SEMH profiling • Pupil Logs • Family involvement and support • Sensory rooms and facilities • Key worker allocation	Wave 2 SEMH provision aims to provide a more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success. • Personalised SEMH interventions • Personal plan • Small group interventions • Regular progress monitoring • Personalised strategies • Regular reviews of targets	Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress. • Specialist assessment and referral • Access to external specialists • Intensive 1:1 support or small group work support • Multi-Agency collaboration • Transition planning • Regular progress monitoring • AP Taskforce • Behaviour Specialist Sessions • Regular review of targets

Cognition and Learning	Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Adapted curriculum • Small classes with a high staff ratio • Dyslexia screening • Identification and assessment • Varied instructional strategies, including visual and auditory strategies to cater diverse learning preferences • Quality feedback • Regular assessment and monitoring • Accessible learning resources • Collaborative planning • Parental engagement • Professional development • Regular review and adaption • Regular team meetings	Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2: • TA allocation • Academic intervention groups • Adapted resources • Adapted curriculum • Additional instructional time • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies	Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3: • Specialist assessment and referral • Collaboration with external specialists • Small-group interventions • Adapted curriculum • Adapted materials • High staff-to-pupil ratios • Collaboration with parents and families • Regular review and progress monitoring • Transition planning • Multi-Agency collaboration • Progress meetings

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Speech, Language, Communication & Interaction	Wave 1 for speech, language, communication and interaction provision aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction • Positive communication environment • Supportive classroom strategies • Regular assessment and monitoring • Teacher collaboration • Parental engagement • Professional development • Regular review and adaption	Wave 2 for speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions. • Identification and assessment • Small group interventions • Speech and language therapy • Social communication interventions • Visual support for communication • Regular progress monitoring • Collaboration with parents and families • Specialist training for staff • Regular review meetings • Dual-coded resources. Including daily timetable	Wave 3 for speech, language, communication and interaction provision is designed for the most complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience. • Specialist assessment and referral • Collaboration with external specialists and agencies • Intensive and regular speech and language therapy • Regular progress monitoring • Collaboration with parents and families • Professional development for staff • High staff-to-pupil ratios

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Sensory & Physical	Wave 1 sensory and physical needs provision aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit all pupils, regardless of their sensory or physical abilities. • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Adaptive seating • Family engagement • Regular review and adaption • Professional development • Sensory space available	Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and independence required to fully participate in the educational experience. • Identification and assessment • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meetings • Communication and mobility support • Positive behaviour support • Professional development for staff • Regular review meetings • Sensory circuits	Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique and severe sensory and physical needs of pupils with the goal of enhancing their independence and overall quality of life. • Specialist assessment and referral • Collaboration with external specialists • Accessibility physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Transition planning

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