



How do we identify and support children with SEND at Newdale Primary School?

Our Graduated Approach



Universal Expectations Across All Waves of Support:

- Pupil and family voices are central to the SEND process, with children, parents and carers working collaboratively to plan support, review progress and agree outcomes.
- All pupils are supported to develop communication, independence, self-advocacy, resilience and confidence through opportunities to make choices, express their views, develop self-help skills and prepare for key transitions.
- Enhanced support for key transitions, including entry to school, movement between classes and transfer to secondary education, ensuring pupils feel prepared, confident and well supported at each stage.

	Wave One Universal Support	Wave Two Targeted	Wave three Targeted Plus	Wave Three Specialist Support
	This foundational support is provided to all students, focusing on inclusive teaching, regardless of their SEND status. It focuses on core classroom teaching and safe, calm environments.	For pupils requiring support beyond universal provision, such as small-group interventions, literacy or numeracy programmes, social skills or sensory adaptations. The child may be placed on the SEND register (following monitoring) with provision recorded and reviewed via the child's Raising Attainment Plan.	For pupils requiring more intensive support and specialist expertise. Support may include input from professionals such as speech therapists, educational psychologists or occupational therapists. This may also include access to the school's Inclusion Base.	Specialist support is for students with the most complex needs. These children require comprehensive, highly personalised provision that goes beyond what can typically be delivered within mainstream SEND support, including an EHCP and access to an Inclusion Base/alternative provision
Area of Need: Cognition and Learning: Difficulties that impact learning, either across the curriculum or in specific areas such as reading, writing and maths.	Inclusive teaching including: <ul style="list-style-type: none">• High expectations for all pupils.• High-quality scaffolding.• Clear learning objectives and success criteria.• Pre and post assessments.• Assessment for learning, including the use of Kagan strategies and a range of question types such as cold calling.• Regular review and retrieval of prior learning.• Use of practical and concrete resources.• Access to word banks, writing frames and visual aids.• Opportunities for overlearning and repetition.• Flexible grouping arrangements	<ul style="list-style-type: none">• Termly SEND targets and provision sent home for parents/carers.• Regular review and monitoring of progress during Pupil Progress meetings.• Individual or small group, targeted interventions, including evidence-based interventions, for example Plus One and Power of Two.• Whole school use of interventions including Read Write Inc, banded books, Mastering Number and Number Sense.• Over learning through Precision Teaching intervention.	<ul style="list-style-type: none">• Termly SEND targets and provision sent home for parents/carers.• Highly adapted teaching and personalised learning (including work/reward baskets)• Precision teaching or intensive literacy/numeracy programmes delivered over an extended period.• Targeted adult support to develop independence and access learning.• Alternative methods of recording and assessment.• Specialist advice and support from the school's Educational Psychologist or via Experts at Hand (Learning Support	<ul style="list-style-type: none">• Termly SEND targets and provision sent home for parents/carers.• Specialist support packages, including an EHCP.• Access to alternative learning environments, such as an Inclusion Base.• Highly individualised learning programmes tailored to the pupil's specific needs.• Significant curriculum adaptation, including personalised learning pathways and outcomes.• Specialist teaching programmes

	<ul style="list-style-type: none"> • Access to regular brain/movement breaks. • Pre-teaching of key knowledge or vocabulary. • Use of technology to enhance teaching, learning and access to resources. • Enhanced curriculum offer through trips, experiences and visitors. • A consistent approach to handwriting. • Information and advice regularly shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> • Additional pre-teaching, rehearsal and consolidation opportunities. • Additional reading support, such as through a 1:1 volunteer reader. • Access arrangements made for KS1/2 assessments. 	<ul style="list-style-type: none"> • Advisory teachers, Specialist teacher) • Coordinated, multi-agency input. • Gathering of evidence for a potential EHCP assessment. • Access to the school's Inclusion Base: The Nest (Cognition and Learning). 	<ul style="list-style-type: none"> • recommended by Educational Psychologists or Specialist Teachers. • Access to specialist resources and assistive technology. • Enhanced adult support to facilitate learning and independence. • Regular assessment and review involving external professionals.
<p>Area of Need:</p> <p>Communication and Interaction:</p> <p>Including difficulties with understanding and using language, speech, social communication, and interaction with others.</p>	<p>Inclusive teaching including:</p> <ul style="list-style-type: none"> • High expectations for all pupils. • Clear and consistent routines. • Visual timetables and visual prompts to aid understanding. • Explicit instructions. • Chunking of instructions into smaller steps. • Use of concise, unambiguous language. • Opportunities to rehearse and model language. • Vocabulary pre-teaching where appropriate. • Multi-sensory approaches to learning. • Structured partner and group work. • Sentence stems to aid oral rehearsal and embed learning. • Additional time to process/talk with an adult or partner. • WAGOLs • Use of assemblies role play, drama activities and trips to aid language exposure. • Information and advice shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> • Termly SEND targets and provision sent home for parents/carers. • Regular review and monitoring of progress during Pupil Progress meetings • Structured speech, language or communication interventions. • Small-group support to develop social communication skills. • Adult-facilitated opportunities to practise conversation and interaction. • Pre-teaching and reinforcement of key vocabulary and language concepts. • Additional visual supports, communication aids or social stories. • Additional transition support. • EAL intervention groups. 	<ul style="list-style-type: none"> • Termly SEND targets and provision sent home for parents/carers. • Personalised communication programmes informed by Speech and Language Therapy. • Enhanced use of visual supports, social stories and structured social communication groups. • Communication boards or books. • Symbol-supported communication systems. • Specialist advice and support from the school's Educational Psychologist or via Experts at Hand (Learning Support Advisory teachers, Speech and Language therapists). • Individualised support for unstructured times such as playtimes and lunchtimes. • Gathering of evidence for a potential EHCP assessment. • Coordinated, multi-agency input. • Access to alternative learning environments, such 	<ul style="list-style-type: none"> • Termly SEND targets and provision sent home for parents/carers. • Specialist support packages, including an ECHP. • Regular involvement from Speech and Language Therapy. • Use of specialist communication systems, including AAC, communication devices or symbol-supported communication. • Highly personalised communication programmes delivered throughout the school day. • Individualised support for social communication, interaction and emotional understanding. • Access to alternative learning environments, such as an Inclusion

	<ul style="list-style-type: none"> Communication-friendly learning environment with reduced distractions. 		as the Language classes at John Fletcher and Wrekin View primary schools.	Base or a more specialist setting. <ul style="list-style-type: none"> Multi-agency planning involving education, health professionals and families.
Area of Need: Social, Emotional and Mental Health: Including difficulties managing emotions, behaviour, relationships and wellbeing. This may include challenges with self-regulation, resilience, anxiety, self-esteem, social understanding and mental health.	Inclusive teaching including: <ul style="list-style-type: none"> High expectations for all pupils A culture and climate based on positivity, nurture and an inclusive ethos. Positive and supportive relationships with adults. Consistent behaviour expectations and routines. Explicit teaching of emotional literacy and regulation strategies. Recognition and celebration of effort, achievement and progress. Access to calm spaces and regulation opportunities where appropriate. Opportunities to develop resilience, independence and problem-solving skills throughout lessons. Restorative conversations following incidents. Promotion of pupil voice and belonging. PSHE and wellbeing curriculum embedded across the school, including themed weeks such as Children's Mental Health Week. Children are greeted by an adult upon entry to school each morning. Access to Pastoral lunch time club. Use of social stories. Additional staff training linked to children's SEMH needs and the PACE approach Access to a visual timetable, fidget toys for assurance and to reduce anxiety. Access to brain/movement breaks. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Regular review and monitoring of progress during Pupil Progress meetings. Attendance monitoring Social skills interventions and structured group work. Emotional regulation and self-esteem programmes, including ELSA. Regular check-ins with a trusted adult. Individual behaviour or regulation support plans. Frequent emotional check-ins and personalised co-regulation strategies. Targeted support to develop coping, resilience and problem-solving skills. Individual workstation and cool down kits/spaces Sensory Circuits twice per day to support with emotional regulation Access to Pastoral Breakfast Club. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Designated Senior leader in Mental health qualification. Specialist training including ELSA and Nurture UK. Early Help referrals. Individual One-Page Profiles. Access to therapeutic-informed interventions, mentoring or nurture provision. Risk assessments and positive behaviour support plans where required. Gathering of evidence for a potential EHCP assessment. Coordinated, multi-agency input. Nurture interventions, including the completion of Boxall profiles. Children's mental health services referral system (to CAMHS). Mental Health training school with access to in-house workshops, assemblies and personalised support for children and their parents/carers/ External support from Educational Psychologists, the BSAT team, CAMHS and Experts at Hand (including SEMH outreach teachers). Virtual schools support if applicable. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Specialist support packages, including an ECHP. Access to alternative learning environments, such as an Inclusion Base (The Haven) or a more specialist alternative provision, such as the Linden Centre. Highly personalised emotional regulation and behaviour support plans. Access to specialist therapeutic support and external SEMH services. Bespoke programmes to develop emotional regulation, resilience and social understanding. Enhanced supervision and support during unstructured times, transitions and periods of heightened anxiety. Coordinated support from education, health and care professionals.

	<ul style="list-style-type: none"> Information and advice shared with parents via the school website and SEND newsletter. 		<ul style="list-style-type: none"> Potential access to the school's Inclusion Bases on a case-by-case basis. Modified timetable. 	
<p>Area of Need:</p> <p>Sensory and Physical:</p> <p>Including difficulties related to physical disabilities, medical needs or sensory processing. This may include challenges with mobility, coordination, vision, hearing, fine and gross motor skills, or sensory sensitivities and seeking behaviours.</p>	<p>Inclusive teaching including:</p> <ul style="list-style-type: none"> High expectations for all pupils. Accessible and well-organised learning environments. Flexible seating options where appropriate. Consideration of lighting, noise and classroom layout. Movement breaks incorporated throughout the day. Access to practical and multi-sensory learning experiences. Appropriate use of technology to support learning. Staff awareness of sensory needs and environmental adjustments. Clear pathways and uncluttered classroom spaces. Adapted recording methods where appropriate. Access to support tools such as ear defenders, wobble cushions and chair bands. Encouragement of good posture, fine motor and gross motor development. Information and advice shared with parents via the school website and SEND newsletter. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Regular review and monitoring of progress during Pupil Progress meetings Sensory adaptations and personalised sensory support, including sensory circuits. Structured fine or gross motor skills interventions. Additional movement or sensory breaks. Access to specialised equipment or resources. Programmes to develop independence and physical skills. Environmental adaptations identified through assessment and review. School nurse referrals. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Specialist medical plans, such as for those with epilepsy or an allergy. Individual risk assessments when appropriate. Access to specialist equipment recommended by health professionals, such as Occupational Therapists. Environmental adaptations beyond universal classroom adjustments, including alternative dining arrangements, or adapted access to school facilities. Programmes provided by Occupational Therapy or Physiotherapy, such as fine motor development activities, sensory diets, strengthening exercises, or physical skills interventions. Enhanced supervision and support during transitions and less structured times, including break and lunchtimes and adult support to develop independence and safety awareness. Additional sensory support tailored to individual needs, such as access to a designated calm or regulation space. Assistive technology. Gathering of evidence for a potential EHCP assessment. 	<ul style="list-style-type: none"> Termly SEND targets and provision sent home for parents/carers. Specialist support packages, including an ECHP. Access to alternative learning environments, such as an Inclusion Base or a more specialist setting. Access to specialist equipment specified within an EHCP or recommended by health professionals. Specialist advice and programmes from Occupational Therapists, Physiotherapists, Hearing or Vision Support Services. Significant environmental adaptations to enable full access to learning and school life. Personalised sensory regulation programmes delivered throughout the day. Enhanced support for mobility, personal care, medical needs or safety. Access to specialist seating, technology, communication devices or physical aids.

			<ul style="list-style-type: none">Coordinated, multi-agency input.	<ul style="list-style-type: none">Ongoing multi-agency review to ensure provision remains appropriate.
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