

## Trinity School - SEN and Support Pyramid

### **Wave 1 – Quality First Teaching for all children**

The class teacher is responsible for meeting the needs of all children - they provide examples of the strategies and techniques they use on the provision map.

### **Wave 2 – additional teacher monitoring and support (ATM)**

Individuals might have specific targets, strategies and/or class based support in place. This might include general class TA or other adult support (e.g. volunteer reading).

This would include booster or catch-up groups and programmes.

SENCo will be aware and if it is considered appropriate a basic learning passport, including pupil voice, will be in place with learning needs and strategies. This will help ensure that information will be transferred to subsequent year groups.

The passport will be updated termly. Any adult support will be detailed on the class provision map at least termly. Reporting to parents as per school system.

### **Wave 3 – extra SEN support (K)**

Individuals having specific and focused targets or interventions related to their needs.

The pupil will be recorded on the Inclusion Register. A learning plan will be in place with strategies, targets and pupil voice. This will be reviewed and updated at least termly. Reporting to parents as per school system with additional updates regarding targets and interventions.

Outside professional advice and support might be sought.

### **Wave 4 – RoN or EA**

A high level of support is required for a pupil to access learning.

Other professionals will be involved.

The pupil will be recorded on the Inclusion Register. Learning plan to be reviewed/updated half termly with regular targets set and reviewed. This to be transferred to RoN by SENCo. Pupil voice termly. Annual review and report. Regular contact with parents, at least half termly updates.

*The SENCo's role is to monitor the SEN provision throughout the school, advise and support teachers and TAs and liaise with other professionals.*

*All teachers are responsible for implementing strategies and targets.*

General teaching assistant support is available in the Foundation Stage, Year 1 and Year 2. This support is primarily for supporting the teacher in meeting the needs of all children, including children that might be considered SEN.

Other learning support staff have to be deployed throughout the school to best meet the needs of the pupils we have in Wave 4 and then to provide Wave 3 and Wave 2 booster support.

Wave 2 support and the more individual Wave 3 support is time-bound so is frequently reviewed and changed. It also depends on the availability of staff. It is likely children will fluctuate between Waves 2 and 3.

The school can refer to other services.

Other professionals that might be involved in assessing, inputting and reporting on a child's needs are: Speech and Language Therapy, Occupational Therapy and CAMHS.

Through CYPES services the school also has limited access to an Educational Psychologist and some specialist Education support services such as ASCIT and SEMH.

Depending on the outcome, these children will usually have a learning passport/plan. The reports will feed into the plan.

These children will be considered at least Wave 2 for as long as necessary and will receive support as per the pyramid system