

'High quality teaching that is differentiated and personlised will meet the individual needs of a majority of young people. Some children and young people need educational provision that is additional to or different from this.

Schools and college must use their best endeavors to ensure such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and compromised by anything else' (SEN Code of Practice 2014 p.25)

Teachers use the Learning Made Easier HANDBOOK Wave 1 Strategies to support high quality teaching



This is a handbook of Wave 1 strategies that you could implement within the classroom setting to try and support the teaching of children with particular difficulties. These support strategies can be used for any child in your class regardless of whether they have SEN Support or not.

The booklet covers a range of strategies for the following common difficulties:

- General Learning Difficulties (Page 2)
- Improving concentration (Page 3)
- Management of ADHD (Page 4)
- Autistic Spectrum Disorder (Page 5, 6, 7)
- Supporting Dyslexic tendencies (Page 8)
- Basic numeracy difficulties (Page 10, 11, 12)
- Processing/memory difficulties (Page 9)
- Handwriting, Coordination, Tracking and Fine Motor Skills (Page 13)
- Language development (Page 14)
- Vocabulary and word finding difficulties (Page 15)
- Social difficulties (Page 16)
- Emotional Social & Mental Health Difficulties including Anxiety (Page 17, 18)
- Sensory Disorders (Page 19)
- Independence (Page 20, 21)

If teachers have tried a number of different strategies with the child and they are still experiencing difficulties they are then asked to photocopy and fill out the SENDCo Referral Form on page 22 and 23 and pass to the SENDCo.

SENDCo Referral Form

I am concerned about the following child

Name: _____ DOB: _____

I am concerned because I have noticed that

I have discussed these concerns with the parents (compulsory) and they commented....

When I noticed these concerns I tried to support by implementing the following strategies (use the 'Learning Made Easier: Wave 1 strategies guidelines' for ideas).

STRATEGY I TRIED.....	THE IMPACT THIS HAD WAS...

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Lakenheath Community Primary School

Whole School Provision Mapping



‘Pupils will be offered additional support when it is clear that their needs require intervention which is ‘additional to’ or ‘different from’ the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the (SEN Code of Practice 2014 p.25)

Underachieving pupils and pupils with EAL who do not have SEN will not be placed on a the list of pupils being offered additional SEN support (but will be closely monitored by SLT through pupil progress meetings)

Intervention for pupils on the SEN list will be identified and tracked using the whole school provision map;

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Educational Health Care Plan.

NEED	UNIVERSAL OFFER (IN CLASS SUPPORT)	POSSIBLE INTERVENTIONS	EXTERNAL SUPPORT
ASD	Support Plan- Shared with parents One Page Profile ASD Pack (Voice recorder, zones, task board, now and next board, mind map template) Comic strip conversations Flash cards Visual time table Zones of regulation embedded in whole school Quality First Teaching	Lego Therapy ELSA Social Speaking group Small group work for emotions, Volcano in my tummy, Time to talk, I lunch club	As and when necessary- Referral to SES Referral to well being hub Referral to school nursing team Barnardos referral ISM EHCNA application
Global Delay	Support Plan One Page Profile Rading with key adult Resources Pack- (task board, now and next board, mind map template) Key adult support	Plus One Nesy Dancing Bears AcceleRead AcceleWrite	As and when necessary- Referral to Educational Psychologist Referral to well being hub Referral to school nursing team Referral To OT

NEED	UNIVERSAL OFFER (IN CLASS SUPPORT)	POSSIBLE INTERVENTIONS	EXTERNAL SUPPORT
Dyslexia and Dyscalculia Specific learning difficulty	Support Plan One Page Profile Dyslexia Pack (Voice recorder, coloured overlay, task board, now and next board, mind map template) Dyslexia friendly classroom Use of IT	Nessy Plus one Power of two In school screening. Number stacks	As and when necessary- Referral to Specific learning difficulties team (SPLD)
Speech and Language	Support Plan One Page Profile Patience with child Clear instructions	1. session with trained speech and language TA. Dancing Bears	Referral to speech and language team.
Trauma	Support Plan One Page Profile Following response plan Building relationship with child and parents/careers Positive behaviour reward chart Following positive behaviour policy	Play Therapy Small group work for emotions, Volcano in my tummy, Socially Speaking, Time to talk, lunch club	As and when necessary- Referral to CISS Referral to Well Being Hub Referral to school nursing team

As and when necessary we will offer children that need it the below interventions.

INTERVENTIONS	OBJECTIVE	ADULT RESPONSIBLE
Nessy Individual computer program	Support to read, write, spell and type. Especially those with additional needs including EAL	Miss Mullings Mrs Page
Rapid phonics Little Wandle	1-1 Support to learn to read and key phonics skills.	Miss Thompson Miss Champion
Catch up phonics Little Wandle	phonics catch up sessions .	Miss Thompson Miss Champion
NELI	The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.	Miss Champion Mrs Horrex
Speech and Language Sessions 1-1 sessions	1-1 session that work on children's individual speech and language targets.	MrsHarrison
Lego Therapy Small group sessions	LEGO®-based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties	Miss Thompson
Elsa 1-1 sessions	ELSA programmes will last for 6 to 12 weeks, helping the pupil to learn some specific new skills or coping strategies. Clear programme aims (SMART targets) need to be set early on and each session has an objective - something the ELSA wants to help the pupil understand or achieve.	Miss Bell
Reading comprehension support	Totten pole book series - recommended by the SPLD Reading comprehension strategies	Mrsi Hampson Mrs Meril Mrs Gyte
Writing support intervention	Upleveling of writing following national curriculum guidance	Class teachers
Lunch club	To support social communication development To provide a safe and nurturing space for children with Social Emotional and Mental Health needs (SEMH) and children with Communication and Interaction needs (C&I)	Ariane Cockril
Hamish and Milo Wellbeing support	Children need to feel heard and understood; put language to their emotions about life experiences, learn strategies to self-regulate, develop their sense of self-worth, and develop social and emotional competence which contributes to overall wellbeing and academic performance.	June Fox

As and when necessary we will offer children that need it the below interventions.

INTERVENTIONS	OBJECTIVE	ADULT RESPONSIBLE
TACPAC	TACPAC draws together touch and music to create a structured half hour of sensory communication between two people. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, for example, visual impairment, developmental delay, complex learning difficulties, Sensory Processing Disorder (SPD) or limited or pre-verbal levels of communication.	Jenna Peters Lana Buckle Helen Lewis
Forest Schools	Forest school is an outdoor education delivery model in which students visit natural spaces to learn personal, social and technical skills.	Christa Page
Speech and Language Therapy (SALT)	Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication	Charley Harrison
Alphabet Arc	An alphabet arc is a tool used to build student knowledge of letter sequence and promote the learning of the many skills surrounding letter identification, reading, and spelling. These are easy to scaffold as students gain automaticity in their letter recognition and ordering skills	Claire Constable

Support plan exemplar

PHOTO

NAME and DOB

School Views	
Strengths	What's working well
Caleb loves numbers Caleb is very affectionate He enjoys puzzles	1-2-1 adult Seated near door for ease of exit Access to a sensory space Repetition Engagement model Flash cards

Parent /Carer Views	
Strengths	What's working well

Child Views	
Strengths	What's working well

My interests:

Date Support Began	Since EYFS	
Please Select	School Support	EHC Plan
Areas of need (highlight all that apply)	Communication and interaction	
	Cognition and learning	
	Social, Emotional and Mental Health	
	Sensory and / or physical needs	
Specialist support and services involvement - Who else is involved currently and their role		
SALT Community Pediatrician		
Additional SEN funding - Add details		
High Needs Funding Band 1		

The best way to support me

- Use of core board
- Basic Makaton signs
- Use of my name
- Showing me what you mean

