

## Birkenhead Park School: Model of SEN Provision ‘the graduated approach’– 2018-9

### Rationale:

**‘In schools where the best teaching was seen, the need for excessive additional interventions was reduced, enabling the most specialist staff to have more time to provide additional support for the smaller group of children and young people who were most in need’. OFSTED 2011: A Statement is not Enough.**

This was part of the key findings from Ofsted’s 2011 report into the teaching of students with SEN. It states that ‘the key priority for all students should be good teaching and learning and good pastoral support’. This is known as Wave One intervention or ‘Quality First Teaching’. The SEND Code of Practice (2014) develops this thinking further, stating that, **‘SEN provision is underpinned by high quality teaching and is undermined by anything less’**.

The ‘Waves’ model of interventions signify types of provision and not categories of students. The model provides a useful tool to support effective curriculum planning, inclusive teaching and personalised approaches that address diverse needs and minimise underachievement for all learners. Where a significant number of students have low reading attainment Wave One teaching should prioritise reading in all aspects of the curriculum.

Low attainment and relatively slow progress are not indicators of SEN. Planning should focus on two categories of students – a target group of those who are underachieving and less-experienced learners and those who have SEN. A whole-school provision map for all vulnerable learners having additional support of any kind, e.g. underachievers, SEN, EAL, CLA, persistent absentees, can ensure that there is a continuum of provision which recognises that Wave Two/Three provision is part of the differentiation of the main curriculum.

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### **Wave 3 – Additional highly personalised interventions**

**Personalised**

Specific targeted intervention for individual children identified as requiring SEN Support. Students at Wave Three may have particular neuro-developmental needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or intensive personalised support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Students receiving Wave Three support will always be placed on SEN Support if an external agency is involved in assessment, planning and review. A small group of students with persistent difficulties may show a poor response to literacy interventions and be unable to 'catch up' with their peers (risk factors include the lowest levels of phonological skill, attention and behavioural difficulties, and adverse socio-economic circumstances). Prolonged support matched to their needs is necessary to maximise progress and minimise performance gaps.

### **Wave 2 – Additional interventions to enable students to accelerate progress and work at age-related expectations or above**

**Targeted**

Small-group intervention (or guided work in lessons) for students who can be expected to increase rates of progress and secure learning that puts them back on course to meet or exceed national expectations and 'catch up' with their peers as a result of the intervention. This group does not have SEN related specifically to learning difficulties in literacy or mathematics. Students may have fallen behind because of issues relating to their personal, social and economic circumstances or weaknesses in the teaching or interventions they have received. Wave 2 interventions are not primarily SEN interventions.

Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children be placed on SEN Support, although children may on occasion already be identified on the SEN register. This will be where they have SEN such as emotional and behavioural difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support. Interventions should be time-limited, have clear entry and exit criteria, and ensure that progress is accelerated to 'close the gap'.

### **Wave 1 – Inclusive Quality First teaching for all**

**Universal**

It is important when planning to identify strategies that will help all students to access the learning objectives and outcomes that are the focus for the lesson or activity. It is helpful for teachers to identify barriers to learning and implement appropriate access strategies. Barriers might include curriculum content, teaching styles, inaccessible teaching materials, inappropriate peer grouping, staff attitudes and staff deployment. Teachers should use appropriate assessment to set targets that are aspirational and promote high expectations.

Additional support needs to be compatible with classroom practice and progress made in successful interventions needs to be sustained by the curriculum. Intervention programmes for students who have fallen behind in reading may be much reduced where high-quality teaching, within mainstream classes, emphasises literacy skills across the curriculum and the English curriculum focusses on a skills based approach.