

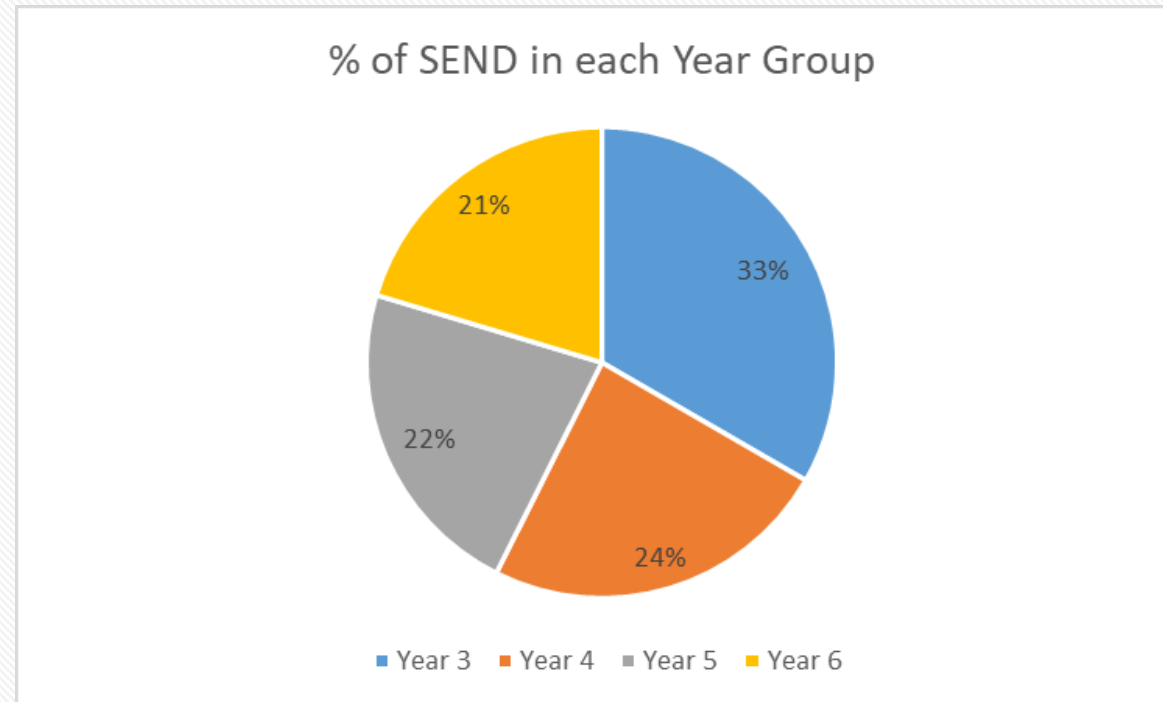
# SEND Data Audit Granby Junior School



Jan 2024



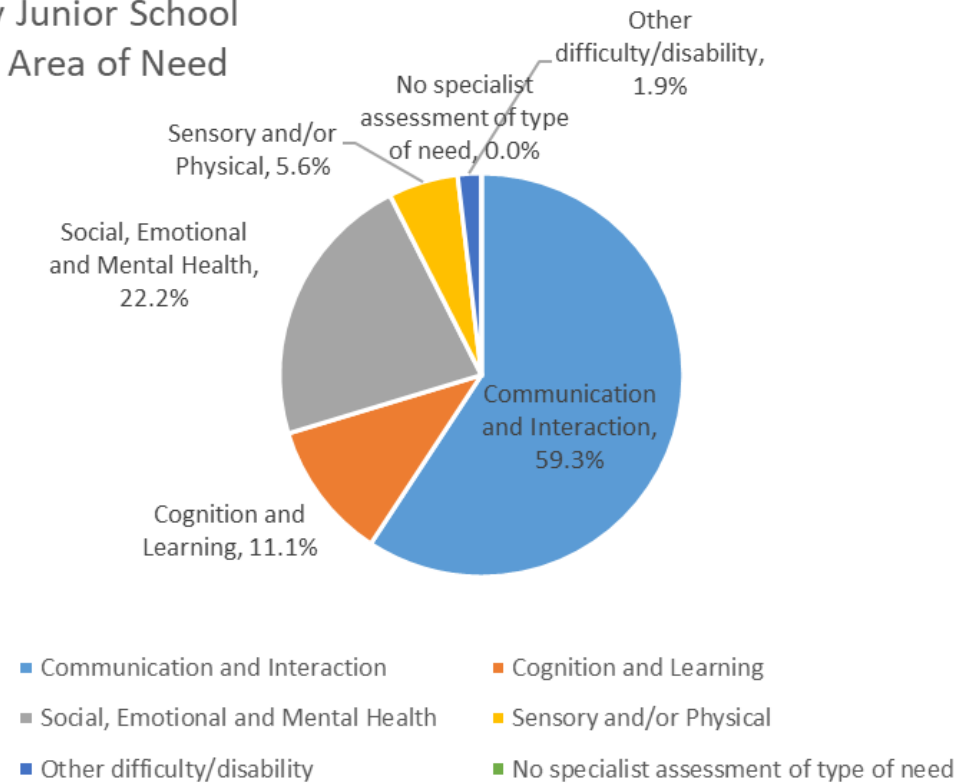
# SEND by Year Group





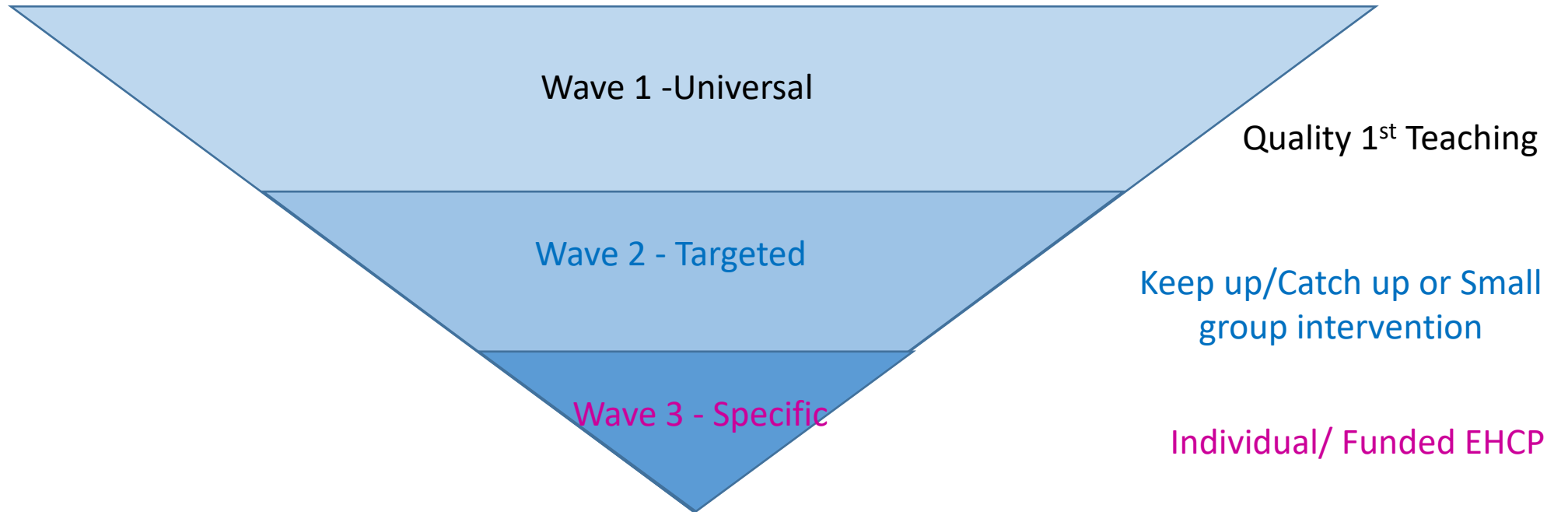
# SEND by Need

Granby Junior School  
Broad Area of Need





# The three waves of SEND





# Definitions of 'Waves' of support/Intervention

Wave 1 – Our core provision to include all children in high quality lessons.



Wave 2 – Targeted, small group interventions for children who can be expected to 'Catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions.



Wave 3 – Personalised intervention for individual children identified as requiring SEND support. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support.



## By Area of need - Support for Physical and Sensory needs could include:

### Wave 1



- Easy grip resources e.g. pencils, scissors
- The use of practical resources to support learning such as cubes, word/Picture banks
- The use of teacher microphones to support hearing impairments
- Visual timetable
- Seating arrangements to maximise access to learning
- Access to quiet learning spaces
- Blinds in classrooms to reduce glare
- Handrails in some toilets/access to the disabled toilets
- Swimming/PE lessons
- Fine motor skills practice (threading, cutting, detail work)
- Use on non-white paper to avoid visual distress
- Liaison between home and school

### Wave 2



- School based assessment of Occupational Therapy (OT) if prescribed
- Small group work to aid concentration
- Additional fine motor skills sessions
- Liaison between home and school

### Wave 3



- Resources to support sensory needs e.g 'move and sit' cushion, chair wedges for posture
- Advice for OT, Physiotherapy, Community Paediatrician
- Wheelchair/walking frames to aid mobility
- Liaison between home and school



## By Area of need - Support for Social, Mental and Emotional Health needs could include:

### Wave 1



- A weekly reflective time in class to talk about emotions and choices
- Staff using positive language to support children to make correct choices
- Staff using the school's behaviour policy to help children to make the right choices
- The use of picture prompts or Social stories as reminders of what choices to make
- The use of a 'safe space/place' to help manage anxieties
- Whole class PSHE/Thrive lessons
- Visual timetable
- Liaison between home and school

### Wave 2



- Using personalised rewards and consequences to help meet behaviour targets
- Support by the class Learning Support Assistant/Class teacher to work on skills/emotions in a small group
- Liaison between home and school

### Wave 3

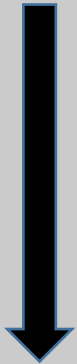


- Using personalised rewards and consequences to help meet behaviour targets
- Access to Positive Play 'Chill out' 1:1 support/focused work on personalised needs
- Nurture group – working on personal targets and socialisation
- Requesting advice from professionals eg Behaviour Support Service, School Nurse, Camhs and implementing suggestions
- Referral to Starting Point – Derbyshire Multi Agency Team (MAT Worker) to support and help families access support
- Liaison between home and school



## By Area of need - Support for Cognition and Learning could include:

### Wave 1



- Half termly assessment of progress so the next learning steps can be planned for
- The use of practical resources to support learning such as cubes, word/picture banks
- Visual timetable
- Small group work
- Work set at the level for the child
- Pupil voice – the child is involved in its learning and aware of the next steps
- Growth Mindset – the knowledge that mistakes are part of the learning process
- Work is marked to show how improvements can be made
- Liaison between home and school

### Wave 2



- Small group 'Keep up/Catch up' programmes eg Snappy lessons, Maths and English Booster, Rainbow Grammar.
- Precision teaching
- Use of strategies to help complete work eg task chunking, now and next cards, additional visual support

### Wave 3



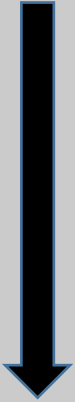
- Specialist advice to assess what a child's specific need might be e.g. Educational Psychologist, Learning and Language Support or SSEN
- Child and Adolescent Mental Health (CAMHs),
- Strategies suggested by specialists will be implemented and reviewed regularly
- 1:1 or small group support: Lexia, Success @ arithmetic, Catch up reading
- Liaison between home and school





## By Area of need - Support for Communication and Language could include:

### Wave 1



- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- Talking buddies or similar used to encourage responses
- Access to a quiet, distraction free work station if needed
- Appropriate use of visual timetables – personalised to the child; simple and with visual cues
- Minimise use of abstract language

### Wave 2



- Small group or 1:1 work to develop social skills
- 'Language for Thinking' small group sessions
- Lego Therapy sessions

### Wave 3



- Programmes advised by Speech and Language Service or other external agencies ie AO
- Social stories written for specific areas of difficulty
- Strategies suggested by specialists will be implemented and reviewed regularly – C&I scales
- Liaison between home and school

