

Oasis Daventry Road Academy SEND Offer

Code: S = Secondary; A = All-through

<p style="text-align: center;">Wave 1</p> <p style="text-align: center;">Universal Offer: Quality First Teaching</p> <p style="text-align: center;">What happens at this stage?</p> <p>Class/subject teachers should use the below checklists to address any concerns they have, using the Assess, Plan, Do, Review framework.</p> <p>If there are no visible improvements from strategies implemented in the classroom, an Initial Concerns Form must be completed and sent to SENCo.</p> <p style="text-align: center;">Involved professionals:</p> <p>Class / subject teacher or tutor, Heads of Year/Department and support staff</p>	<p style="text-align: center;">Wave 2</p> <p style="text-align: center;">Targeted Support: Early intervention</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there is no improvement following consultation and advice from SENCo to teacher, a structured planning conversation will take place with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p style="text-align: center;">Involved professionals:</p> <p>As Wave 1, with SENCo with family</p>	<p style="text-align: center;">Wave 3</p> <p style="text-align: center;">Specialist Provision: Bespoke planning</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there are no further improvements following agreed targeted support at Wave 2, then specialists may be commissioned as part of a SEND Team around the Child for enhanced support and intervention.</p> <p style="text-align: center;">Involved professionals:</p> <p>As previous, with external professionals and SEND Team around the Child (including Local Authority)</p>
<p>COMMUNICATION AND INTERACTION</p>		
<ul style="list-style-type: none"> • Curriculum booklets in all subject areas • Social stories • Signature strategies for Quality First Teaching • Structured school and class routines • Differentiated planning/resources • Increased visual aids and use of symbols • Visual timetables • Clear, unambiguous language • Key vocabulary taught in lessons • Additional use of ICT to support the curriculum • Facing child when giving chunked instructions • Pre-teach / over-teach vocabulary • Mind mapping new concepts • Repeating questions back to pupils • Thinking time • Step-by-step instructions written down • Differentiation strategies to scaffold thinking: sentence starters, writing frames, etc. 	<ul style="list-style-type: none"> • Lesson resources shared with TA in advance to adapt the lesson to specific individual needs • Language for Thinking • Language for Behaviour and Emotions • Social skills group • Emotional Literacy Support (ELSA) group • Speech and Language planned programme • Lego therapy • Colourful Semantics • Social stories 	<ul style="list-style-type: none"> • Talk Speech Therapy from September 25: Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations. • NHS Speech Therapy (pupils in with an EHC plan): Assessment of pupils, direct work with school staff, delivering whole school training, organising interventions, in class observations • Bristol Autism Team: Direct work with school staff, delivering specific training, in class observations of pupil • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training 6 days Larch Psychology, 3 days Bristol

COGNITION AND LEARNING

- Curriculum booklets in all subject areas
- Signature Strategies for teaching
- Pre-teaching of key concepts and language to support progress
- Differentiation strategies: mind map opportunities, sentence starters, writing frames, etc.
- Strategic seating plans
- Repeating and chunking instructions
- Providing thinking time
- Regular assessment & tracking of pupil progress
- Use of a range of resources to support (concrete objects, images, sequencing, etc.)
- Minimal copying from the board
- Use of different and varying learning styles
- Stimulating & supportive learning environment
- Cloze procedures used to support memory
- Dyslexic friendly strategies to support learning (e.g. coloured overlay, easier to access font)
- High quality modelling and use of good examples to aid memory and support expectations
- English is planned around the use of high, quality texts to develop a real love of reading
- High quality 'on the spot feedback' and corrective teaching to ensure all children make progress

- Teacher targeted interventions
- Pupil Passports and ILPs
- Fresh Start Phonics
- Guided Reading groups
- 1:1 and small group numeracy support
- EAL interventions - Flash Academy
- Support teacher training in specific interventions and strategies.
- ICT to support recording and learning.
- Precision teaching
- Colourful Semantics
- Language for Thinking

- Occupational Therapist: In school observations, OT programme, supporting school staff via Sirona referral
- Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training
- 1:1 Specialist teaching intervention
- Bristol Tuition
- Specialist assessor for KS4 assessments from September 25

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Zones of regulation
- Signature strategies for teaching
- Consistent application of behaviour policy: routines, sanctions, rewards, etc.
- Class teacher / tutor monitoring
- PSHE curriculum, including circle time taught in class with class teacher

- Quiet space for break and lunch times
- Individual pastoral support plan
- Personalised timetable
- 1:1 or small group mentoring
- Facilitated games and activities through unstructured periods such as playtimes
- Social skills group

- Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training
- Early help: Supporting the family and young person, directing to other support services

<ul style="list-style-type: none"> • Attendance monitored by school and if necessary, support from the Education Welfare Officer (EWO) • Regulation stations easily available • Personalised reward chart • Pastoral involvement: training • Positive and negative phone calls home • Restorative conversations • Parent meetings 	<ul style="list-style-type: none"> • Social thinking intervention • Speaking and listening group • Lego therapy • Zones of Regulation targeted intervention • Emotional Literacy Support (ELSA) sessions 	<ul style="list-style-type: none"> • Oasis mental health team supporting school staff, risk assessing pupils, supporting the family, delivering whole school training, delivering parent workshops (A) • Child and Adolescent Mental Health Services (CAMHS) referral
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SENSORY AND PHYSICAL

<ul style="list-style-type: none"> • Signature Strategies for teaching • Presentation expectations (handwriting and book layout) in all lessons • PE to incorporate gross and fine motor skills practice in curriculum • Natural light where possible • Tidy, quiet classrooms that allow ease of movement • Visual, auditory and kinaesthetic methods of learning • Real life sensory experiences built into planning and the curriculum • Regulation stations easily available • Sensory supports available • Classrooms evaluated through sensory checklists 	<ul style="list-style-type: none"> • Care and accessibility plans written, parents in agreement and have own copy, and all necessary staff informed • Ear defenders and other sensory supports provided • Necessary consideration given to any physical apparatus/equipment necessary to aid learning / movement/ independence • Writing slope (A) • Fiddle toys/sensory box • Coloured overlays • Hearing aid support • Change of font size • Pen/pencil grips available 	<ul style="list-style-type: none"> • Visual Impairment team: 1:1 direct work supporting school staff, delivering training • Support from school nurse • Occupational Therapist: In school observations, OT programme, supporting school staff • Educational Psychologist: In school observations, direct work with pupils, supporting school staff, delivering whole school training
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