



**Graduated Approach
Waves of Intervention - APDR.**

Code of practice identified area of need:	Cognition and learning including learning disability, dyslexia.	Communication and Interaction including ASD.	Social, Emotional Mental Health - including ADHD.	Physical and Sensory, including visual and hearing impairment and dyspraxia.
<p>Universal Provision Wave 1</p> <p>Inclusive strategies for all learners embedded in QFT.</p>	<p>Quality first teaching to ensure inclusive practice</p> <p>All teachers are teachers of SEN.</p> <p>Adapted curriculum to meet cognitive needs.</p> <p>Use of chromebooks to adapt resources.</p> <p>Pre and post teaching.</p> <p>Reading in every lesson.</p> <p>Collaborative and self assessment.</p> <p>Access to extended learning</p>	<p>Quality first teaching to ensure inclusive practice</p> <p>All teachers are teachers of SEN.</p> <p>Adapted curriculum to meet communication needs including simplified language visuals and key word banks.</p> <p>Opportunities to develop language through discussion work.</p> <p>Student voice opportunities given.</p>	<p>Quality first teaching to ensure inclusive practice</p> <p>All teachers are teachers of SEN.</p> <p>Adapted curriculum to meet SEMH needs including Seating plans, movement pass, fidget toys, topic sensitive planning.</p> <p>Consistent behaviour policy based on the academy values. Including rewards and consequences monitored through merits.</p> <p>Pastoral support, restraint trained</p>	<p>Quality first teaching to ensure inclusive practice</p> <p>All teachers are teachers of SEN.</p> <p>Adapted curriculum to meet Sensory and Physical including seating plans,</p> <p>Staff are aware of needs/ impairment / disability / medication / emergency treatment and procedures as part of a health plan.</p> <p>First aid/ EVAC trained staff.</p> <p>Risk assessments as needed.</p>

	<p>opportunities.</p> <p>Trips to enhance cultural capital.</p> <p>Assessments and reporting to parents,</p>			<p>Accessibility plans.</p>
<p>Targeted Provision Wave 2</p> <p>Targeted support for some learners.</p>	<p>Pupil placed on SEN register as K code.</p> <p>In class targeted support focus on C&L. .</p> <p>LSA in certain lessons.</p> <p>Targeted staff CPD</p> <p>SEN spotlights led by students and external agencies.</p> <p>Opportunities for over learning.</p> <p>Outside agencies involved including EP.</p> <p>Targeted range of interventions including Lexia, Toe by Toe, Touch typing , Power of 2. Impact of interventions assessed every 10 weeks.</p> <p>Pupil passports to include learning styles and needs.</p>	<p>Pupil placed on SEN register as K code.</p> <p>In class targeted support focus on SLCN.</p> <p>LSA in certain lessons.</p> <p>Targeted staff CPD</p> <p>SEN spotlights led by students and external agencies.</p> <p>Outside agencies involved including ASD outreach, SALT, Oxleas.</p> <p>Targeted range of interventions including word aware, language for thinking, lego therapy, ASD outreach.</p> <p>Pupil passports to include Communication needs.</p>	<p>Pupil placed on SEN register as K code.</p> <p>In class targeted support focus on Social, emotional issues.</p> <p>LSA in certain lessons.</p> <p>Targeted staff CPD</p> <p>SEN spotlights led by students and external agencies.</p> <p>Outside agencies involved including CAMHS, On site counsellors. Social skills offered at lunch and break times.</p> <p>Targeted range of interventions including zones of regulation, ELSA, friendship circles.</p> <p>Pupil passports to include SEMH needs.</p>	<p>Pupil placed on SEN register as K code.</p> <p>In class targeted support focusing on physical and sensory needs.</p> <p>LSA in certain lessons.</p> <p>Targeted staff CPD</p> <p>SEN spotlights led by students and external agencies.</p> <p>Quiet club offered at lunch and break times.</p> <p>Outside agencies involved including OT, VI, HI specialist outreach teams.</p> <p>Targeted range of interventions including sensory circuits, travel training and food sensory sessions.</p>

	<p>Adapted resources.</p> <p>Homework club offered to support homework.</p> <p>Access arrangements for exams including reader</p>	<p>Access arrangements for exams including word processing.</p>	<p>School nurse or Early Help referral / intervention.</p> <p>Access arrangements for exams including movement breaks.</p>	<p>Pupil passports to include sensory or physical needs.</p> <p>Access arrangements for exams including smaller location.</p>
<p>Specialist I Provision Wave 3.</p> <p>Specialist support for a few learners.</p>	<p>Support as above leading into Pupils have an EHCP / in the APDR process of an EHCP.</p> <p>On SEN register as E code with C & L as primary need.</p> <p>Learning plans/ pupil passports / bespoke in class trackers / LSA in class support reflect EHCP specific cognition and learning targets, pupil and parent voice.</p> <p>EHCP cognition and learning targets reviewed in annual review.</p>	<p>Support as above leading into Pupils have an EHCP / in the APDR process of an EHCP.</p> <p>On SEN register as E code with SCLN as primary need.</p> <p>Learning plans/ pupil passports / bespoke in class trackers / LSA in class support reflect EHCP specific communication and interaction targets, pupil and parent voice.</p> <p>EHCP communication and interaction targets reviewed in annual review.</p>	<p>Support as above leading into Pupils have an EHCP / in the APDR process of an EHCP.</p> <p>On SEN register as E code with SEMH as primary need.</p> <p>Learning plans/ pupil passports / bespoke in class trackers / LSA in class support reflect EHCP specific social and emotional targets, pupil and parent voice.</p> <p>EHCP SEMH targets reviewed in annual review.</p> <p>Mentoring offered by local authority, Power2, Teens to Tots.</p>	<p>Support as above leading into Pupils have an EHCP / in the APDR process of an EHCP.</p> <p>On SEN register as E code with P & S as primary need.</p> <p>Learning plans/ pupil passports / bespoke in class trackers / LSA in class support reflect EHCP specific physical and sensory targets, pupil and parent voice.</p> <p>EHCP sensory and physical targets reviewed in annual review.</p>

