



# Stanion CEVA Primary School

## SEN Menu

Our SEN Provision is broken down into 3 waves as defined by the Special Educational Needs Code of Practice, 2015.

Over half of our intervention is targeted support based on class teacher judgements. This is run by class teachers and teaching assistants through same day intervention. These are the adults that know the children well and are best placed to support their learning. This is tracked using our class provision maps. This is wave 1.

### Wave 1

This wave consists of high quality first teaching and is delivered in the classroom as a universal service, accessible to all. This might include working walls, pre-teaching vocabulary, word banks, feelings charts or counting apparatus.

Sometimes our children will need more support from small group work. This is wave 2.

### Wave 2

This wave consists of small group or 1:1 intervention delivered by the class teacher or teaching assistant, in addition to the QFT that all children receive. These children will be supported by a provision map and some may have a SEN Support Plan.

Sometimes this will not be enough and our children will need further support to help them to access the mainstream curriculum that we offer. This is our 'additional to' and 'different from support'. This is wave 3.

### Wave 3

This wave consists of small group or 1:1 intervention delivered by the class teacher or teaching assistant, in addition to the QFT that all children receive. These children will all have a SEN Support Plan and some may have an Education Health and Care Plan too.

Each wave is broken down into 4 further categories of provision:			
Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a pupil's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect young people across the ability range. Young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.



This is our SEN Menu. Class teachers and teaching assistants use the following programs.

Wave 2 and Wave 3 Intervention	
Writing	Phonics and Spelling
Speed Up! Kinetic Letters SPAG mats	Nessie ELS Phonics Phonological Awareness Training
Speech and Language	Reading
Nuffield Early Literacy Intervention Black Sheep Press Sequencing	Inference Training Literacy Shed+ Twinkl Reading Interventions
Maths	Well-being
Addicus, Maths Beat Twinkl Supportive Strategies Numicon NCETM - Ready to progress	Social and Emotional Aspects of Literacy Activating Resilience and Coping Drawing and Talking Peer Listening
Physical	Memory
Occupational Therapy Support Packs Intimate Care Resources	Memory Games CogMed working memory training

We will also work with any other resources or support suggested by a professional service, providing that we have the capacity to do so.