



Lickey Hills Primary School and Nursery
SEND Waves of Intervention Information
2023/2024

Notional SEND is made up of several factors:

- 5% of AWPU (Age Weighted Pupil Unit)
- 50% of our Free School Meals funding
- 100% of IDACI (Income Deprivation Affecting Children Index)
- 100% of Lower Attainment and EAL
- 10% of Lump Sum

Notional SEND for LHPSN in 2022/23 is £277,451 and is based on a cost of £6,000 per SEND pupil. There are currently 100 children on the SEND register with 84 at SEN support level, 16 at targeted support and 17 with an EHCP in place.

The Government allocates Notional SEND based on the fact that some children in school will need extra support and some children won't. This allocation is intended to meet all these needs. - i.e. it is not ring-fenced and can be used as the school feels is appropriate for our needs (not just for SEND children).

Wave 1	Quality First Teaching is provided for all our pupils on a daily basis and will address the majority of pupil needs
Wave 2	This provision is targeted and is additional to what is provided to all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with SEND and they do not have to be on the code of practice to access these. Children will be identified through data analysis and/or teacher request
Funding: Teaching Assistant costs, external agency costs, interventions and equipment and resources all contribute to Wave 1 and 2.	
Wave 3	This is targeted and personalised teaching for children with SEND who are identified as requiring additional support. This will be put into place

	for children who are not making enough progress through wave 1 or 2 provision.
<p>When we apply for additional Top-Up funding, the Notional SEND is taken into account before any further High Needs Top Up funding is allocated. We currently have two pupils who qualify for High Needs Top Up funding</p>	

	Wave 1	Wave 2	Wave 3
Communication and Interaction	Our Speech and Language Therapists work with the school each week to ensure high quality provision at all waves		
	<ul style="list-style-type: none"> -Differentiated curriculum planning, delivery, success criteria and outcome -Visual timetables and structured routines -Talk partners -Structured routines -Speech and Language -EYFS snack and chat -Thinking thumbs 	<ul style="list-style-type: none"> -Speech link small group programme -Narrative groups - EYFS talk for write groups -EYFS listening and attention groups -Talking for Narrative - Black sheep 	<ul style="list-style-type: none"> -Individual Speech and Language sessions following targets set by Speech and Language Therapy Services. -Speech link individual programme
Cognitive and Learning	<ul style="list-style-type: none"> -Differentiated curriculum planning, delivery, success criteria and outcome -Visual timetables -Access to IT, iPads and laptops Whiteboards background changed to pale colour . -Spelling and phonics word mats -Phonics teaching which is carefully tailored to match the next steps for each Child in small groups - Focused group work with class teacher -Small group support from a Teaching Assistant -Writing frames -A list for supporting 	<ul style="list-style-type: none"> -Maths booster group -Writing booster group -Reading booster group In-class additional targeted teacher support In-class additional Teaching Assistant support within class teaching (small group or individual) -child copying from whiteboard reduced -Additional intervention(s) discussed at Pupil Targets set for interventions and outcomes agreed with SLT, class teacher and teaching assistant providing intervention. 	<ul style="list-style-type: none"> -Referral to SENDco via SpLD checklist. -Educational Psychology assessment and advice. -Each child has SEN folder with necessary visual aids. YARC, HAST , Memory, Phonological awareness Advice & support for the class teacher from the Special Educational Needs Coordinator Toe by Toe Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)

	<p>children with cognitive and learning difficulties in class. Each teacher has a SEND Friendly class checklist.</p> <ul style="list-style-type: none"> -All teachers/Teaching assistants have access to ideas and a box of resources including writing frames, overlays, coloured paper etc. to support learners in class -Multisensory approaches used -Talk partners -Task management boards 	<ul style="list-style-type: none"> -Active Literacy (IPMs) written using SMART targets and reviewed regularly. -Targets shared with child and parents -Additional use of visual and practical resources e.g. voice recording resources 	<p>Interventions teacher (one to one & small group support) for reading, reading comprehension, and spelling</p> <ul style="list-style-type: none"> -1:1 maths intervention - Precision teaching -Visual/auditory memory activities. -EYFS Concepts targets as recognised in individual programme
<p>Social, Emotional and Mental health</p>	<ul style="list-style-type: none"> - PSHE/Curriculum underpin our whole school ethos. These are also taught as discreet sessions following Jigsaw -Whole school behaviour policy based on a restorative approach to behaviour -Class reward systems -Celebration assembly -Golden Time in KS1 -Restorative Approaches for Families -Parent coffee morning (to discuss concerns, queries and worries). -Pastoral learning mentors 	<ul style="list-style-type: none"> -Lunch time nurture club -Play Leaders -Pastoral learning mentor support -PBT support group -Small group restorative Circles. EYFS social skills intervention Access to relevant services eg bereavement 	<ul style="list-style-type: none"> -Educational Psychology assessment and advice -1-1 TA support -Social Stories -Involvement of CAMHS and other mental health Services CCN Team involvement Eyfs Inclusion involvement -1-1 pastoral learning mentor support -1-1 PBT support -EYFS-individual reward systems. -Risk reduction plans and PSP'S
<p>Sensory and/or physical needs</p>	<ul style="list-style-type: none"> -Flexible teaching arrangements -Sensory equipment such as textural resources, sensory tents, balance equipment. - Wide range of apparatus and large outdoor equipment to encourage physical development. 	<ul style="list-style-type: none"> -Small group fine and gross motor skills development -Additional handwriting -Access to equipment e.g. pencil grips, writing slopes, overlays. 	<ul style="list-style-type: none"> -Physiotherapy plans followed in school -Support from Physiotherapy Services -Support from Occupational Therapy Services Support from visual and auditory services

	EYFS-Write dance, yoga, funky fingers		-TA support during PE/outdoor learning activities. -School Nursing Team support.
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