



## Levels of Support

A visual representation of our SEND Policy

### **Wave 1, Every child at Chantry receives:**

#### **A One Page Profile**

All children have a one page profile created each year which includes contributions from them, their family, their peers and staff. It shares what people appreciate about them, what is important to them and how people can support them.

ALL staff are responsible for ensuring Wave 1 is adjusted for the needs of children in their class and for completing the one page profile. Class teachers are responsible for ensuring Wave 1 is adjusted for the needs of children in their class, and for collating their one page profile.



#### **Quality First Teaching**

Quality First Teaching (QFT) is whole-class teaching that focuses on inclusive and high-quality teaching for every pupil. It utilises personalised learning and creates effective inclusion of children with SEND needs. Examples may include learning aids (visual, auditory or interactive/movement based), providing early or additional access to and practise with concepts, vocabulary or resources, or 1:1 and small group support for needs identified by the class teacher.



If parents and carers have concerns they should speak to the class teacher.



Class teacher considers whether intervention is necessary using assessments and is responsible at this level, with support from the SENCO.

### **Wave 2**

If a child is not making appropriate progress or achieving age related levels despite modifications to Wave 1 support they may need specific, time limited intervention to overcome barriers to learning. Intervention supports the monitoring of progress and effectiveness of provision. It may prepare children for future learning or transition to the next year group or school. It may also provide “catch up” to reduce gaps in learning, or address misconceptions. This, alongside provision maps, Pupil Progress Meetings, and parent meetings with the class teacher, allow the SENCO to have an overview of interventions and impact.



Class teacher, in consultation with the parent, completes SEN referral form and discusses with the SENCO. SENCO becomes responsible at this level.





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### **Wave 3**

On-going and specific support to address a child's SEND. The child may receive specialist support from outside agencies. They will have an Assess, Plan, Do, Review record and may have an Additional Needs Plan (ANP).

The SENCO is directly involved with coordinating provision, providing assessments and liaising with outside agencies.

SENCO ensures an individual record is kept and coordinates ANP if needed. An Education Health Care Needs Assessment (EHCNA) may be requested by the SENCO or parents/carers.

**At every stage the pupil and parents/carers are involved with and informed of decision making and support.**

### **Key Contacts:**

**SENCO: Helen Drake**

**SEND Governor: Richard Sage**