



Aston Fields Middle School

Cognition and Learning

Universal level

Wave One – Ordinarily available

Actions	Resources
<ul style="list-style-type: none">• Quality first teaching for all pupils• Marking is relevant to the pupils' needs.• Arrangements for support in tests will be made for those pupils that require it.• Displays are accessible to pupils and informative to support learning.• Teachers are knowledgeable of a pupil's needs and respond to support them.• ICT is widely used across the school.• Pupils have targets that are understandable and achievable.• A range of teaching strategies are deployed in lessons to support the different styles of learning.• All pupils are challenged in their learning to achieve their full potential.• Our curriculums are carefully designed specifically to meet the needs of all our pupils (please refer to each curriculum area on our website for more information).• Pupils are immersed in a language rich environment throughout their time at Aston Fields Middle School.• We support our pupils to ensure they are challenged to know more, remember more and do more.• Pupils are encouraged to develop an inquisitive mind.• All teachers are teachers of pupils with special educational needs.• Staff are skilled at selecting appropriate resources and learning tasks to ensure the needs of every pupil are met.• A pupil's attainment is monitored regularly throughout their time in school and parents/carers are kept informed of progress.	<ul style="list-style-type: none">• Laptops / Chromebooks available in all year groups.• Interactive whiteboards in classrooms• Reading ruler, coloured paper and overlays available.• Our library is well stocked with many books supporting a whole range of abilities.• Pupils are placed in sets for literacy and numeracy and teaching assistants are available to support pupils with learning needs.• Tasks are differentiated to meet the needs of all pupils in a class, ensuring all are able to learn and progress in each lesson.• Teachers are knowledgeable and passionate about the subjects they teach.• Teaching assistants are aware of the needs of our pupils and are trained to respond to those needs in the classes they support.• Multisensory learning is evident across the school.• Rewards in place to support personal successes.• All pupils are set individual targets specific to each subject and these are shared and discussed with child.• A wide range of methods are deployed to record information in lessons.• Catch up interventions are available to support pupils where needed.• Assessments in all subjects to monitor progress.• We have two parents' evenings a year and you will receive a summary report of progress in the spring term as well as a full report on your child in the summer term.



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Targeted level (Wave Two)	
Actions	Resources
<ul style="list-style-type: none">• We have an experienced SENDCo (Mrs Bull) and Deputy SENDCo (Miss Ward) who support all pupils with additional learning needs and maintain effective communication between school and home.• Your child's needs will be identified and a teacher will discuss these with you. Alternatively, these needs may have already been identified by your son or daughter's first school: you or your child's teacher may also have raised a concern. Further assessments may be conducted by the SENDCo or Deputy SENDCo to understand a pupil's needs in more detail.• Small group interventions may be used to target a gap in learning.• The SEND team may monitor your child's progress for a period of time to ensure the teaching strategies in place are effective. If their needs are considered to be persistent and long term they may be placed on the SEND register.• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response. Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.• If your child is placed on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM)• All staff receive appropriate training so they have knowledge and confidence to support your child's needs.	<ul style="list-style-type: none">• Resources, such as iPads, laptops and Chromebooks may be utilised as an alternative way of recording information.• Teaching assistant support may be used to target small groups of pupils in specific subjects.• Small group interventions for reading, handwriting, maths, memory skills, phonics and spelling are available as required.• IT resources such as Communicate and Print or Clicker may be used in lessons to support learning.• Individual provision maps will be used to set targets and monitor progress.• Individual resources to support your child's independence in class may be utilised (these may include: coloured overlays, word mats, coloured paper, writing slopes, wider lined paper, pencil grips, or moulded pencils/pens).• Specialist assessments for: Comprehension, Maths, Speech and Language, Fluency of reading, Memory and/or Spelling.• Multi-sensory learning continues to be deployed in all lessons.• Rewards exist to support personal successes and attainment.



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Very Targeted level (Wave Three Support)	
<ul style="list-style-type: none">• Your child will continue to be supported and monitored by our SENDCo and the Deputy SENDCo.• A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.• We will continue to set work that although achievable, challenges your child to reach their full potential.• Ongoing specialist assessments may occur.• Specialist agencies, including Learning Support and Educational Psychology may be asked to complete assessments and advise school on 'next steps'• One to one interventions will be used to target gaps in learning.• Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response. Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.• As your child is on the SEND register, you will have termly contact from staff to discuss your child's needs and termly targets will be set to support their progress through school.• All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM).• Agencies supporting your child may be asked to attend one of the termly review meetings to advise school further about more specialist provision and support.• All provision will be assessed and	<ul style="list-style-type: none">• Personalised interventions such as: Lexia (an individual intervention to support spelling, grammar and comprehension skills), One to one fluency, support in class from teaching assistants, precision teaching, Toe to Toe (a personalised approach to learning to read), Stareway to Spelling (a personalised approach to improving spelling).• Teachers will target support in the class to ensure your child receives the required support in class.• Tasks will be differentiated with appropriate support materials.• Individual provision maps will be constructed with achievable targets.• Your child's progress will be reviewed termly.• Your child may have access to more specialised ICT resources that are available in more lessons for them to use.• Work will be structured and scaffolded to ensure your child can achieve the outcomes desired.• Individual programmes devised by professionals may be required and delivered by TA's trained to do this.



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<p>monitored through a cycle of assessing the current need, planning the appropriate support and provision, completing the provision allocated and then reviewing the outcomes.</p> <ul style="list-style-type: none">• All staff receive appropriate training so they have knowledge and confidence to support your child's needs. Progress will be shared with parents/carers.	
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Specialist level

Actions

- Agency advice will be sought to identify if your child requires an Education and Health Care Plan. This is a plan requested from the Local Authority that further defines the support a pupil requires and also allocated further funding when the support required goes beyond the provision ordinarily available in school. Your SENDCo will discuss this with you and explain the criteria for assessment.
- Your child will continue to be supported and monitored by our SENDCo and the Deputy SENDCo.
- A clear understanding of your child's needs will now exist, and the enhancements to the curriculum or support required will be clearly recorded and shared with all teaching staff by the SENDCo or the Deputy SENDCo. Provision will be made as needed to support your child in lessons.
- We will continue to set work that although achievable, challenges your child to reach their full potential.
- Ongoing specialist assessments will occur.
- Specialist agencies, including Learning Support and Educational Psychology may be asked to complete assessments and advise school on 'next steps'
- Specialist agencies may deliver a package of specific support to support progress.
- One to one interventions will be used to target gaps in learning.
- Children who need additional support, in accordance with the SEND Code of Practice (2014), follow a four-step cycle called the graduated response.
- Pupils are assessed to identify a key area of need, provision is planned to support the child's next steps, the intervention is completed (do) then finally the whole process is reviewed to monitor its success and identify the next steps.
- As your child is on the SEND register, you will have termly contact from Staff to

Resources

- Support in school will be much more personalised.
- If an Education and Health Care Plan is in place, the provisions outlined will be delivered in school.
- All Education and Health Care Plans (EHCP) will have an annual review, where school, parents/carers and any agencies involved will assess the progress to date and make recommendations to the local authority of any changes required to the EHCP.
- All provisions listed in waves one, two and three remain available within school and will be delivered through the assess, plan, do review cycle. This will be reviewed at least once a term.



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discuss your child's needs and termly targets will be set to support their progress through school.

- All support in place is monitored through a provision map and outcomes are reported termly through progress recorded on your child's individual provision map (IPM).
- Agencies supporting your child may be asked to attend one of the termly review meetings to advise school further about more specialist provision and support.
- All provision will be assessed and monitored through a cycle of assessing the current need, planning the appropriate support and provision, completing the provision allocated and then reviewing the outcomes.
- All staff receive appropriate training so they have knowledge and confidence to support your child's needs. Progress will be shared with parents/carers.