



Aston Fields Middle School

Sensory and Physical

Universal level	
Wave One – Ordinarily available	
Actions	Resources
<ul style="list-style-type: none">• Quality first teaching for all pupils• Arrangements for support in tests will be made available to pupils who require it.• 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.• Staff are skilled at selecting appropriate resources and learning tasks to ensure the needs of every pupil are met.• A variety of activities are available through clubs and our sports curriculum to support gross motor skill development.• In KS2, handwriting is practised daily to support the development of fine motor skills and improve handwriting style.	<ul style="list-style-type: none">• Laptops / Chrome books available in all year groups.• Interactive whiteboards in classrooms• 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 who are knowledgeable and passionate about the subjects they teach.• Teaching Assistants who 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.• A wide range of methods are deployed to record information in lessons.

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. These needs may have already been identified by your son or daughter's first school, you may have raised a concern with the school or one of your child's teachers may have raised a concern.• Further assessments may be conducted	<ul style="list-style-type: none">• Resources, such as iPads, laptops and Chrome books may be utilised as an alternative way of recording information.• Teaching assistant support may be used to target small groups of pupils and support them in lessons or in developing and practising both fine and gross motor skills.• Small group interventions for fine and gross motor skills (including programmes such as Jimbo Fun or Right Moves).• Personalised resources to improve access to the curriculum (including but not limited to – fidget toys, writing slopes,



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<p>by the SENDCo or Deputy to understand a pupil's needs in more detail.</p> <ul style="list-style-type: none">• Small group interventions may be used to target a gap in learning.• Your child may be placed on the SEND register, if their needs are considered to be persistent and long term.• 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.	<p>weighted cushions, move and sit cushions, specialist scissors, larger rulers and protractors, exercise books with wider or darker lines, pencil grips, ear defenders, doodle books, coloured rulers and overlays, coloured resources (paper/pens/worksheets), triangular pens and pencils.</p> <ul style="list-style-type: none">• Liaison with Physical and Occupational Therapists.• Health Care Plans.• Teachers will consider class seating plans with your child's needs in mind.
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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 tasks that although achievable, challenges your child to reach their full potential.• Ongoing specialist assessments may occur.• Specialist agencies such as the Visual	<ul style="list-style-type: none">• 1:1 TA support in lessons where required.• Teachers will target support in class to ensure your child receives the support they need to have full access to the curriculum.• Personalised programmes of support devised by visiting agencies and delivered by staff in school.• Personalised equipment such as iPads, laptops and more specialised equipment may be provided to ensure full access to the curriculum and increase your child's independence.• Tasks will be differentiated with appropriate support materials.• Individual provision maps will be constructed with achievable targets.



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<p>Impairment Team, Hearing Impairment team, Complex Communications Team, Educational Psychology, Occupational Therapists, Physical Therapists or School Nurse may be asked to advise school on 'next steps'</p> <ul style="list-style-type: none">• 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 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.	<ul style="list-style-type: none">• Your child's progress will be reviewed termly.• Tasks will be structured, supported and scaffolded to ensure your child can achieve the outcomes desired.
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Specialist level

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| <ul style="list-style-type: none">• 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 such as the Visual Impairment Team, Hearing Impairment Team, Complex Communications Team, Educational Psychology, Occupational Therapists, Physical Therapists or School Nurse may be asked to 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. | <ul style="list-style-type: none">• 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 occur a minimum of once a term. |
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