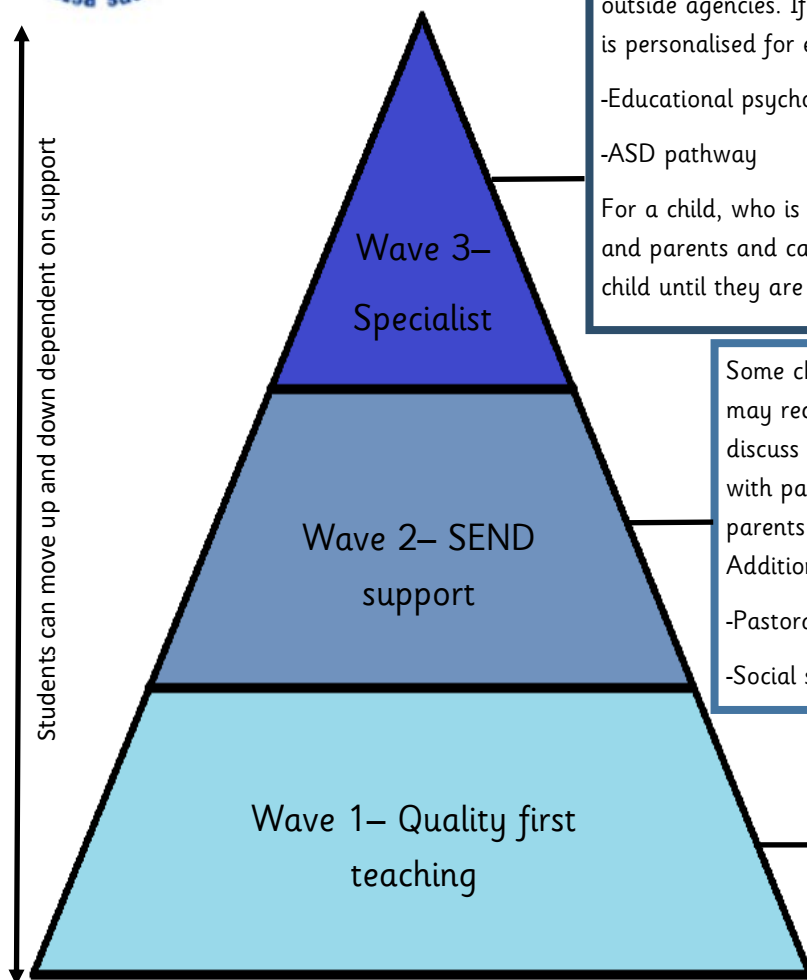




# SEND Graduated Approach Canon Burrows Church Of England Primary School



Wave 3 involves targeted provision, where despite the level of support put in place, a child is not making progress as we hoped. During the 'assess, plan, do, review' cycle we will look at increasing support for them. This may include support from outside agencies. If a greater level of support is needed they will move onto wave 3 of the graduated approach. This support is personalised for each child. Additional support may include:

-Educational psychologist involvement    -CAHMS referral    -NHS speech referral    -QB check    -ADHD pathway  
 -ASD pathway    -Occupational therapy referral    -Support from Tameside Outreach Service

For a child, who is at wave 3 for several cycles of 'assess, plan, do, review', after discussions with external agencies, teachers and parents and carers, we may consider applying for an education and health care plan (EHCP). This ensures support for a child until they are 25, funding and annual reviews.

Some children, despite this support, may not be showing progress from teachers day to day assessment and therefore may receive further support. School welcomes parents and carer views alongside teachers concerns. School staff will discuss all concerns with parents and carers and with the SENDCo. The child may then be added to the SEN register, with parental consent. A support plan will be implemented, which will include a pupil profile and provision map, and parents and carers will meet with teachers termly to review the support under the 'assess, plan, do, review' cycle. Additional intervention may include:

-Pastoral support    -Speech Leap    -Lego therapy    -Group or 1:1 intervention    -Clickr8    -Dyslexia Gold    -Workstation  
 -Social skills group    -Termly SEN reviews    -Assisted technology

All children are entitled to 'quality first teaching' including those with special educational needs or disabilities. At Canon Burrows the daily teaching and practise aims for all children to make the best possible progress. Some of these strategies include:

-Kagan collaborative learning	-Differentiated planning
-Visual timetable, aids and prompts	-Pre-teaching
-Dyslexia friendly classrooms and displays	-Adult support
-Zones of regulation	-My Happy mind
-Sensory breaks and resources	-Explicit modelling