

# Woore Primary and Nursery School

## Whole School SEND Waves of Support - 2025-2026



| Area of Need | <u>Wave One</u><br>Quality First Teaching<br>All children | <u>Wave Two</u><br>Monitoring register<br>Additional targeted support for those children working towards age related expectations who need an additional boost | <u>Wave Three</u><br>SEND Register<br>Additional support for those children, who despite Wave 2 support require further intervention or Wave 2 is not appropriate due to specific need. Highly personalised interventions or external agency support. | <u>Wave Four</u><br>EHCP<br>An EHCP is in place to increase the individual support offered. 1:1 support / personalised curriculum / staff and resources are highly adapted to meet SEND needs. |
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**GRADUATED APPROACH - Assess - Plan & Do - Review**

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| Cognition and Learning | <ul style="list-style-type: none"> <li>Adapted planning, activities, delivery and outcomes</li> <li>Visitors to the school and trips to enhance the curriculum offer</li> <li>Pedagogical strategies to enhance access to learning for all</li> <li>Multisensory teaching methods and resources</li> <li>Calm and flexible learning environment</li> <li>Little Wandle writing prompts</li> <li>Classroom daily timetables</li> <li>Retrieval strategies used</li> <li>Mastering number maths programme</li> </ul> | <ul style="list-style-type: none"> <li>Additional targeted support by teacher / TA - individual or small group</li> <li>Adapted curriculum, mixed age classes gives flexibility</li> <li>PCP personalised outcomes for individual pupils</li> <li>Little Wandle keep up and catch up programmes for specific children</li> <li>Precision teach sessions</li> <li>Physical resources - pencil grips, sensory fidget toys</li> <li>Support where needed from Maths Hub and English Hub</li> <li>Staff trained in EY / KSI AND KS2 Talkboost</li> </ul> | <ul style="list-style-type: none"> <li>Neurodiverse practitioner support (NDP)</li> <li>PINS project support - year 2</li> <li>Little Wandle SEND programme</li> <li>1:1 support from teacher / TA</li> <li>Precision teaching</li> <li>Pre-teaching</li> <li>1:1 / small group over learning</li> <li>Specific ICT equipment and programmes</li> <li>Now and Next Board</li> <li>Post - teaching</li> <li>Small group input with TA</li> <li>Edvocation advice / support for dyslexia</li> <li>OT advice and support</li> <li>SALT advice and support</li> <li>CAMHS advice and support</li> <li>Caudwell / Woodlands support</li> <li>Dyslexia friendly resources</li> <li>Visual prompts for new vocabulary</li> <li>CPD and advice from Dr Angela Willis</li> <li>Personalised curriculum if needed for specific children (see PCP's or EHCP)</li> </ul> |
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## Communication and Interaction

- Oracy work - instigate, dispute, build. Used across all classes
- Adapted planning, activities, delivery and outcomes
- Language rich environment
- Talk partners
- Working walls
- Daily guided reading
- Role play
- Paul Dix restorative conversations
- Adults model high expectations at all times

- PCP personalised outcomes for individual pupils
- Additional targeted support - speaking and listening
- Visual clues to support retrieving information
- Additional processing time
- Precise vocabulary - chunked instructions
- Low demand vocabulary in short sections
- Talk boost - staff trained in EY / KSI / KS2

- Neurodiverse practitioner support
- PINS project support
- 1:1 tailored programmes following advice from SALT
- Pre - teaching of key vocab/concepts.
- New vocabulary introduced with visual prompts
- Focused work spaces and routines
- Turn taking games to practice reciprocal conversations 1:1
- Talk boost for KS2 / KSI / EY
- ASD outreach support and advice
- Autism training for staff members
- Support from Shropshire inclusion team
- Education psychologist support and advice
- Spectre support and advice
- Helen Vincent - Neurodiversity practitioner

## Social, Emotional & Mental Health

- Mindfulness activities / glad game / intention setting
- Wellbeing central to PSHE sessions - 'feel good' times
- Daily mile - supports wellbeing
- Sensory den available to all
- School ethos
- Whole school behaviour policy - Paul Dix approach
- School values
- Brain breaks
- Celebration assemblies
- Whole school dojo point system
- School reward systems - reading rockets, hot chocolate Friday, regular readers, dojos, tickets
- One decision PSHE Curriculum

- PCP personalised outcomes for individual pupils
- Individual reward / sanctions in place
- Personal visual timetables
- Daily 1:1 talk time
- Fiddle toys / 'Move and Sit cushion' / busy legs
- Quiet time / quiet area to work (supervised)
- Standing desks and stools x 6
- Home-school positive messages via dojo
- Balance board
- Chew toy
- Additional small group brain / movement breaks
- Modelling friendships
- Emotion cards to display on desk if support needed
- Lego therapy in small group

- Neurodiverse practitioner support
- PINS project support
- OT support and advice
- CAMHS support and advice
- SALT support and advice
- Advocacy support and advice
- Educational Psychologists
- Personalised curriculum
- 'Teach the adult'
- 'I need help' card
- Additional 1:1 or small group support
- Cognitive Behavioural Therapy programme
- Behaviour risk assessments
- Additional transitional opportunities for Y6 leavers and transition between classes if needed for individuals.
- CPD and advice from Dr Angela Willis
- Early Help services
- Shropshire Parenting Team support
- Additional opportunities to use sensory den - low lighting, fidget toys, sensory calming opportunities - child to show red / yellow card in classroom.
- Personal worry pocket under desk
- Caudwell / Woodlands advice and support

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|                                 | <ul style="list-style-type: none"> <li>• Anti-bullying week focus (Nov)</li> <li>• Class worry monsters</li> <li>• Visual timetables</li> <li>• Visitors to the school to enhance the curriculum offer</li> <li>• Social stories</li> <li>• Class assemblies - picture news</li> <li>• School committees</li> <li>• House captains</li> <li>• Brain breaks</li> <li>• Inclusive classroom environments</li> <li>• Whole school end of year trip (not educational)</li> <li>• Fundraising events and celebration days across the year</li> <li>• Picture news assembly</li> </ul> |  | <ul style="list-style-type: none"> <li>• Visual cards used in classroom to indicate adult time / interaction is needed</li> <li>• TMBSS services</li> <li>• Individual behaviour reward system used for specific children - see PCPs</li> <li>• Personal 'reset' boxes</li> <li>• Helen Vincent - Neurodiversity practitioner</li> <li>• MATi Outreach support to create 'safety and support plan' for specific needs.</li> <li>• Play therapy 1:1 with practitioner</li> </ul>   |
| <p>Sensory / physical needs</p> | <ul style="list-style-type: none"> <li>• PE curriculum</li> <li>• Weekly sports clubs - trained coaches</li> <li>• Fine Motor and Gross Motor skills practice</li> <li>• Letterjoin handwriting scheme - fine and gross motor warm ups</li> <li>• Suitable/Accessible equipment</li> <li>• Classroom environment - seating, lighting, ventilation, noise, IT equipment</li> <li>• CPD - Edvocation plus ongoing</li> </ul>   | <ul style="list-style-type: none"> <li>• PCP personalised outcomes for individual pupils</li> <li>• Use of the Occupational Therapy support pack - specific activities and resources</li> <li>• OT programmes and visits in school</li> <li>• Small group - gross / fine motor skills</li> <li>• Modified SATS papers</li> <li>• Additional time provided for assessments</li> <li>• Scribe provided for assessments</li> <li>• Wobble cushion</li> <li>• Busy legs</li> </ul> | <ul style="list-style-type: none"> <li>• Neurodiverse practitioner support</li> <li>• PINS project support</li> <li>• Support and advice from OT service</li> <li>• Staff training re: additional specific equipment</li> <li>• Individual sensory sessions with TA 1:1</li> <li>• Individual Risk Assessments</li> <li>• Additional adapted/specialist equipment recommended by outside agency eg. sloping board, wobble cushion from OT</li> <li>• Working Environment adjusted for needs</li> <li>• Coloured paper/background</li> <li>• Additional movement breaks with 1:1 or small group support</li> <li>• Caudwell / Woodlands advice and support</li> <li>• Cool Kids trained staff</li> <li>• Specific equipment - elephant firesara pencil grip, stabilo ergonomic pens and pencils from OT advice</li> <li>• Left handed rulers / spring loaded scissors</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Balance board</li><li>• Fidget toys</li><li>• Sensory chew toys</li><li>• Pencil grip</li><li>• Little wandle handwriting scheme adapted for needs</li></ul> | <ul style="list-style-type: none"><li>• Coloured reading rulers for dyslexia</li><li>• Helen Vincent - Neurodiversity practitioner</li><li>• OT support in Nursery for specific needs</li><li>• Physio support - Aimee Hales</li><li>• Adapted environment - ramps, chair with arms, highchair</li></ul> |
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