

**Wave Approach to Special Educational Needs and Disability (SEND) Provision**

**Waves of Intervention**

**Wave 1**

As per the Code of Practice, the Trust believes that most-high incidence, low level SEND should be supported in the classroom by the class teacher’s quality first teaching and appropriate differentiation strategies. Young People (YP) with low level SEND should be assessed and monitored in line with their peer group.

**Wave 2**

This is where the YP struggles to make progress, despite quality first teaching further investigation is needed to put effective provision in place. A four-part cycle is initiated in Wave 2 in order to fully explore the YP’s needs and to formulate a plan for further progress. The class teacher will have ownership over this process but may ask for guidance or advice from the SENDCo or their line manager. The YP is not on the school SEND Register at this stage.

1. *Assess:* The YP’s needs will be explored to form a picture of the current position. External Agencies may be asked to support in this collection of information and the parent/carer and YP will be asked for their views.
2. *Plan:* The Teacher will devise a plan to support the YP in making satisfactory progress. Targets will be set and reviewed as part of the plan. Again, ongoing involvement parent/carers/carers and the YP will take place.
3. *Do:* The Teacher and support staff work together to plan and assess the impact of the interventions.
4. *Review:* The effectiveness of the plan and progress made towards targets will be reviewed and evaluated with the parent/carer and YP (if appropriate) alongside other data if appropriate (e.g. attendance). These will then feed into the next steps.

Wave 2 is about short term intervention/s, with the anticipation that the YP will then return to Wave 1. Where progress is not as expected over a period of time and there appears to be a long term, pervasive additional need, then Wave 3 should be considered and the SENDCo more closely involved.

**Wave 3**

The YP is included on the school’s SEND Register where progress is not as expected over a period of time and the YP is likely to have a pervasive, long term additional need. Where Wave 3 interventions are significant, sustained, and after 3 or more ADPR cycles, and progress is slow or difficult to identify and there is an opinion that a pervasive long term need is present, an application can be made with parent/carer support for an EHCP.

Ongoing, specific support to address a YP’s SEND should take place within the school setting, co-ordinated by the Teacher with oversight by the SENDCo. The YP should continue to have an individual learning plan based around individual learning targets that may not necessarily sit within the school core curriculum. They may include wider social, emotional or self-help targets as well as/instead of curriculum targets. Targets and provision should be outlined clearly, agreed with parent/carers/carers and YP and other stakeholders.

Specialists may be contacted and advice gained e.g. Educational Psychologists, Child and Mental Health Service (CAMHS), Visually Impaired or Hearing Impaired Services or Speech and Language Therapist. The SENDCo will liaise with outside agency/s if needed.

As other Waves, the SENDCo should monitor all evidenced based interventions for quality and appropriateness to the needs of the YP.

**Wave 4**

YPs within Wave 4 will have an Education, Health and Care Plan (EHCP). Within Wave 4 the SENDCo holds responsibility for ensuring appropriate provision is in place, however normally this will be delivered by the Teacher and support staff. Appropriate support is provided to meet the YP’s needs within school and external resources as per the YP’s individual plan.

The Code of Practice 2015 has full advice in it, however the main points in terms of process are:

* The Academy will review the progress made by the YP and report to the parent/carer/carer regularly. A review of the EHCP including the parent/carer and YP will be held at least annually, inviting relevant Local Authority representation, and where involved with the YP, a health representative and/or Local Authority Social Care representative.
* Two weeks’ notice will be given of the meeting and information circulated on the progress made against outcomes will be discussed and new outcomes and targets agreed where appropriate. The YP’s plan should be driven by the Outcomes on the EHCP.
* The Academy will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.
* Within four weeks of the meeting the Local Authority will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify stakeholders of their decision.

For Children in Care it is important that their EHCP and Personal Education Plan work together rather than being documents with different content and outcomes.

**Wave 5**

YP within Wave 5 will be accessing learning within a specialist placement appropriate to meeting their complex additional needs. They will already have an EHCP in place identifying needs that can’t be met within a mainstream environment.

They will need a differentiated curriculum in a setting with small learner numbers and a high staff ratio. Within this setting they will be able to access specialist services such as SALT, Physio and OT to support their needs. They may need therapeutic input such as music or play therapy.

The statutory duties outlined in the Code of practice apply in all settings including mainstream, specialist, academy and maintained schools.

The Waves of provision are fluid processes built on a cycle of interventions. For example, a YP moving into Wave 2 for assessment and planning may return to Wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through Quality First Teaching. Those needing more specific interventions moving to Wave 3 may undertake a targeted intervention of a few weeks in length and return to Wave 1.

Please refer to the SEND Code of Practice 2015 for further information and guidance:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf>

