



# MOORGATE SEND OFFER 2020-21



## Overview Provision Map: The Waves Model and Code of Practice

At Moorgate, it is our aim to provide all children with an inclusive education, giving them the best possible chance to reach their full potential. We strive to raise achievement and aspirations for **all** children. Below is a table that shows the different aspects to a child's learning, and all the things that we can offer to ensure that all of their needs are met. Much of this is what is provided from within school but it also includes outside agencies and advisors that come into school to offer further support.

Wave 1 shows what all children have access to throughout school to ensure their development and progression. Wave 2 shows extra interventions that we can put in place for individuals or small groups who just need a little bit of extra support to fulfil their potential. Wave 3 shows the range of more intense interventions that can be accessed for children requiring more support. Children are monitored and assessed rigorously, and regularly to ensure that the need for extra support is spotted early and implemented quickly, making sure that all children are on track to achieve as well as they possibly can.

Area of Need	Wave 1 (HQT)	Wave 2	Wave 3
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> <li>• High levels of challenge and expectation</li> <li>• Differentiated curriculum planning and engaging activities</li> <li>• Formative assessment / effective feedback</li> <li>• In-class TA support</li> <li>• In-class targeted teacher support</li> <li>• Differentiated questioning / modelling/ explaining</li> <li>• Increased visual aids e.g. Visual timetables</li> <li>• Illustrated/ ACE dictionaries</li> <li>• Use of writing frames</li> <li>• Support for key words / subject specific vocab</li> <li>• Access to ICT, including word processor</li> <li>• Access to whole school homework clubs</li> <li>• Basic skills course</li> <li>• Revision classes</li> <li>• Development of metacognitive skills</li> <li>• Encouraging independence</li> <li>• Other strategies from dyslexia-friendly schools initiative</li> <li>• Pre-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Catch up programmes – English and Mathematics e.g. English Progress Units, Reciprocal reading</li> <li>• Booster sessions / exam booster classes</li> <li>• In-class TA support</li> <li>• In-class targeted teacher support</li> <li>• Guided reading focus groups</li> <li>• Integrated Learning Programme</li> <li>• Learning mentors</li> <li>• Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Individual strategies outlined on Pupil Passport and EHCP</li> <li>• Reduced/ increasingly personalised timetable</li> <li>• Small group or 1:1 English/ Mathematics support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups, use of programmes such as Catch-Up, Rapid, English Acceleration</li> <li>• Exam concessions</li> <li>• Advice from EP / Specialist teacher</li> <li>• Additional support for transition e.g. extra visits</li> </ul>
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> <li>• High levels of challenge and expectation</li> <li>• Differentiated curriculum planning and engaging activities</li> </ul>	<ul style="list-style-type: none"> <li>• In class support from teacher or TA with focus on supporting speech and language</li> </ul>	<ul style="list-style-type: none"> <li>• Individual strategies outlined on Pupil Passport and EHCP</li> <li>• Small group or 1:1 support for language</li> </ul>



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<p><i>Social, emotional and mental health</i></p>	<ul style="list-style-type: none"> <li>• High levels of challenge and expectation</li> <li>• Formative assessment / effective feedback</li> <li>• Whole school behaviour policy / Whole school rules</li> <li>• Whole school reward and sanctions systems</li> <li>• Circle Time</li> <li>• Lunchtime club</li> <li>• PSHCE focused work / SEAL</li> <li>• Peer mediation</li> <li>• Whole school mindfulness programme</li> <li>• Development of metacognitive skills</li> <li>• Encouraging independence</li> <li>• Relax Kids</li> <li>• Chameleon Project</li> <li>• Fort Alice</li> </ul>	<ul style="list-style-type: none"> <li>• Group Circle Time</li> <li>• In class support for supporting behaviour targets, access and safety</li> <li>• Additional tutor group support</li> <li>• Learning mentors</li> <li>• Peer buddies</li> <li>• Thrive 1:1 or group intervention</li> <li>• Thrive triple P parenting initiative</li> <li>• Holistic therapy</li> <li>• Individual / personalised timetables</li> <li>• Individual / personalised work space</li> <li>• School Counsellor – children and parents</li> <li>• Specific dinner time arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Individual strategies outlined on Pupil Passport and EHCP</li> <li>• Small group or 1:1 support for social skills</li> <li>• Individual counselling</li> <li>• Individual support or mentoring</li> <li>• Individual reward system</li> <li>• Social skills training</li> <li>• Anger management skills</li> <li>• Re-integration programme</li> <li>• Peer mentoring</li> <li>• Advice from EP / Specialist teacher</li> <li>• Pastoral support plan</li> <li>• Time-out</li> <li>• Family support groups</li> <li>• Additional support for transition e.g. extra visits</li> <li>• Horse therapy</li> <li>• Sunrise and sunset club as part of EHCP package (exceptional circumstances)</li> </ul>



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<p><i>Sensory and Physical</i></p>	<ul style="list-style-type: none"><li>• High levels of challenge and expectation</li><li>• Formative assessment / effective feedback</li><li>• Flexible teaching arrangements</li><li>• Staff aware of implications of physical impairment</li><li>• Specialist resources e.g. Writing slopes, Pencil grips, switches</li><li>• Motor skills development in EY</li><li>• Improved accessibility of building</li><li>• Moving and handling training</li><li>• Development of metacognitive skills</li><li>• Encouraging independence</li><li>• Physical interventions around the finger fun area.</li><li>• Dough Gym</li><li>• Squiggle Jiggle</li></ul>	<ul style="list-style-type: none"><li>• Additional keyboard skills training</li><li>• Additional fine motor skills practice</li><li>• In class support for supporting access, safety</li><li>• Sporting Panathlon</li><li>• Targeted PE lessons for certain groups</li></ul>	<ul style="list-style-type: none"><li>• Individual strategies outlined on Pupil Passport and EHCP</li><li>• Individual support in class during appropriate subjects e.g. Science, PE and lunch time</li><li>• Medical support</li><li>• Physiotherapy programme</li><li>• Occupational therapy programme</li><li>• Motor skills programme</li><li>• ICT e.g. Access to PC with switch</li><li>• Use of appropriate resources e.g. radio aids</li><li>• Advice from EP / Specialist teacher</li><li>• Signing</li><li>• Exam concessions</li><li>• Additional support for transition e.g. extra visits</li><li>• Radio transmitter sound system in conjunction with hearing aids</li></ul>
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