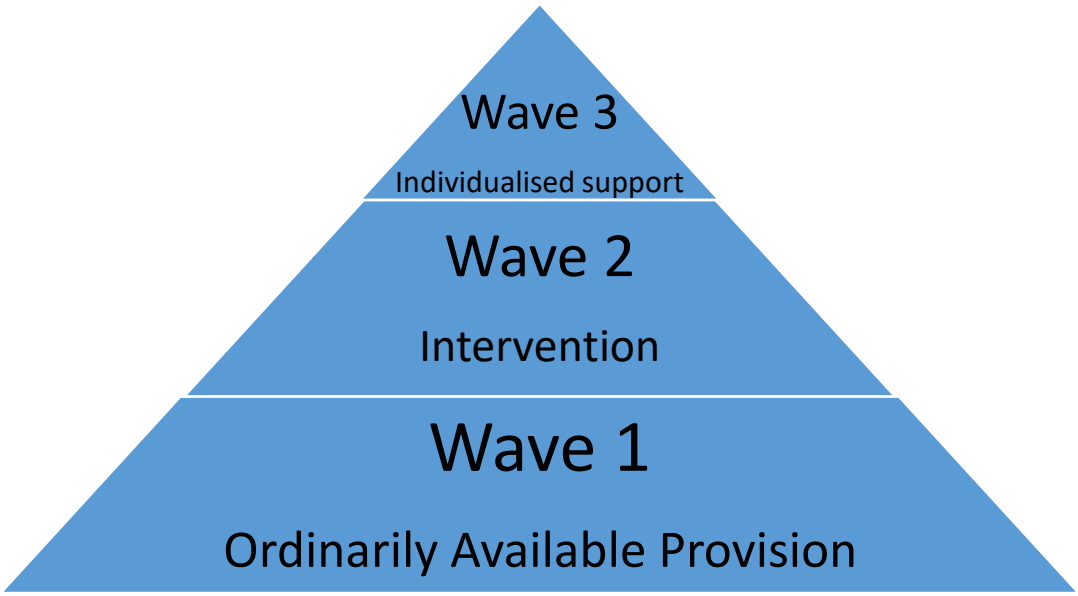
How we support children at Dalestorth



Wave 1 – most children

This is for ALL children with or without SEND. Our Ordinarily Available Provision includes:

The class teacher's robust knowledge of all children's strengths and difficulties. We have high expectations of our learners. Most children within a class will be able to access the same tasks through various types of scaffolding, supporting resources and increased adult support. Teachers are aware of the learning barriers invididual children may have and plan/support accordingly.

Across the day, teachers use a variety of teaching styles and resources to engage all children, i.e. visuals with text ("dual coding"), video clips, effective questions, shoulder buddies, problem-solving tasks, role play, creative tasks, music, objects and artefacts.

Staff use effective behaviour strategies in line with our school policies. Classroom seating plans are well thought out and adapted as necessary to ensure children can see, hear, focus and maintain attention.

Class systems and routines are consistent throughout school to support learning and predictability.

Wave 2 – some children

If children need more support to fulfil their potential or to make expected progress, they may have extra intervention sessions in a small group to work with a teacher or teaching assistant, mostly during assembly times. Some of these children may be on our SEND register, however this is not a pre-requisite to Wave 2 support. We recognise that many of our non-SEND children may have gaps in their learning for various reasons, such as being summer born, having periods of absence, changes to family circumstances etc. These children may be on our 'monitoring' list to ensure we are keeping careful eyes on their progress.

Short term intervention groups may be set up to support children with a variety of skills, such as: pre-teaching (teaching the skills and concepts needed for a lesson before the lesson happens), maths skills, reading skills, writing skills, listening and attention, phonics, emotional support and more (please see our 'Dalestorth interventions by area of need' document for more information). Interventions are evaluated half-termly and if a child no longer needs this support, they will leave the group. If Wave 2 support is not accelerating progress, we continue to follow our graduated response to unpick why this may be and might ask for parental/carer consent to speak with other agencies.

Wave 3 – few children

If children need more long-term individualised support or if progress with interventions has been limited over time, children may benefit from working more frequently with a teacher or teaching assistant in the classroom or in one of our 'pod' spaces. In this case, we would likely request to involve external agencies and services and additional funding may be sought from the family of schools or Local Authority (if needs are significant). These children will be placed on the SEND Register so that progress can be very carefully monitored and tracked. Parents will be involved every step of the way during this process and will receive termly 'one page profile' reviews with either the class teacher or SENCO (if funded).