


The Central Park Primary School Offer

The following diagram illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs

<p><u>ALL pupils will access (Wave 1- Universal):</u></p> <ul style="list-style-type: none"> • High quality teaching and learning • A differentiated curriculum that is challenging and offers enjoyment and motivation. • Assessment for learning • Personalised target setting • Teacher parent feedback through regular progress reports, coffee mornings and parent's evenings. • Enrichment opportunities including: culturally diverse celebrations throughout the year. • After school clubs and educational visits • A nurturing environment 	<p><u>Some pupils with identified SEN will have (wave 2- additional):</u></p> <ul style="list-style-type: none"> • An adjusted timetable to incorporate all aspects of their specific learning needs and recommendations from other agencies. • Targeted interventions and support matched to needs delivered by teachers • Personalised progress tracking and assessment of need • Access to specialist programmes e.g Box clever, SEALs, Language Enrichment groups, individual speech and language programmes, colourful semantics • Access to some specialist services and therapists • Access to additional adult support/small group working • Enhanced access to Speech and Language Therapy • Reasonable adjustments to the environment and equipment for pupils where needed (visual timetables, objects of reference, writing boards, pencil grips, assisted ICT) • Support from our learning mentor and pastoral team (including - 1:1 support, Circle time, Anger management, Bereavement/Loss, Circle of friends, SEALs (EYFS), Friendships, Choices
<p><u>A few pupils with more complex/high levels needs will access (wave 3- Specialist):</u></p> <ul style="list-style-type: none"> • Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum • An individual program that consisting of: personalised timetable, Individual targets and continuous monitoring and recording of progress. • Specialist programmes and resources that challenge and improve outcomes. • To supporting adults that are trained in delivering specialist programmes, either 1:1 or small group e.g SALT programmes, O.T Programmes, LCIS recommendations, Attention Autism, Movement and Turn Taking groups, Food groups, Action time, life skills groups. • 'Nurture room' session predominantly for children with ASD focused on turn taking, fine motor skills, messy play, colourful semantics, communication • Access to specialist services and therapists • Enhanced provision- including swimming, soft play, Arc in the park, local visit • Enhance opportunities for Speech and Language Therapy and occupational therapy. • An increased parental involvement through: daily communication, termly meetings, parents evenings, coffee mornings and person centred annual reviews. 	 <p>CENTRAL PARK PRIMARY SCHOOL EAST HAM</p> <p>Learning Now for Future Success</p>

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<u>Pathway for supporting children</u>	<u>What to do/ Action</u>
You are concerned about a child	Assess level of child, establish where they are and what they can do. Look at strengths as well as weaknesses Let the child settle in to their environment- what do they like, don't like? Talk to parents, gather views of child.
QFT (Wave 1- Universal) - What classroom provision have you demonstrated for this child?	Have you planned effectively for this child? Is there impact that this has or hasn't worked? Look at criteria for Wave 1 and see if there are some strategies that you can try before next step. Discuss concerns with team leader/ phase leader/ SENCO. May come up in PPM, evidence all that you have done and are doing? Document what has put into place looking at above for guidance. Share with parents and child
Wave 2 (Additional) - Have the strategies been planned for worked? Has progress been seen, measured?	Identification of children through above system/ support plan process/ and data Need to show impact of provision; interventions, data, progress. Check Wave 1 and 2 strategies have been tried/ implemented Look at next steps
Wave 3 (Specialist) - By this point your child will have had good Wave 1 support and elements of Wave 2	Evidence from Wave 1 and 2 must be clear and progress, impact measured and reviewed Discuss next steps