Fairhaven ACADEMY

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	
Governance ratification:	Trust Executive Board	
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1. Introduction

1.1 Fairhaven Academy is committed to supporting pupils with Special Educational Needs and Disabilities (SEND) and ensuring that appropriate provision is in place to meet their individual needs. We adopt inclusive practices aimed at raising aspirations and improving outcomes for all pupils, regardless of the barriers or challenges they may face.

All pupils at Fairhaven Academy receive their education through a range of approved education providers. Placements are arranged exclusively with registered schools, independent schools, or providers approved by Nottingham County Council. Each provider has a designated SENCo or named SEND lead who serves as the primary contact with the SENCo at Fairhaven Academy.

Fairhaven Academy maintains oversight of the provision in each setting to ensure that pupils' needs are fully met and that they are supported in achieving their full potential. This ensures all pupils receive high-quality, coordinated support tailored to their individual strengths and challenges.

1.2 We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

2.1 This policy and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

a) Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities.

b) The Special Educational Needs and Disability Regulations 2014, set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

c) The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.

f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

3.1 At Fairhaven Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

3.2 Fairhaven Academy works closely with education providers to maintain oversight of pupils' needs and to ensure that appropriate provision is in place for each individual. We accomplish this by making reasonable adjustments

to teaching, the curriculum, and the learning environment, ensuring that pupils with SEND can fully participate in school activities and learning.

4. Definition of SEND

4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2 They have a learning difficulty or disability if they have:

a) A significantly greater difficulty in learning than the majority of the others of the same age, or

b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

4.3 The four areas of need:

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: a) Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia. b) Moderate learning difficulties. c) Severe learning difficulties. d) Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: a) Mental health difficulties such as anxiety, depression, or an eating disorder b) Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. c) Suffered adverse childhood experiences.

	These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: a) A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. b) A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles & responsibilities

5.1 The SENDCo

The SENDCo is Vicky Jackson

They will:

a) Work with the Executive Principal and the providers to determine the strategic development of the SEN policy and provision in each of the settings.

b) Oversee the day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.

c) Provide professional guidance to colleagues, providers and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

d) Advise on the graduated approach to providing SEND support.

e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.

f) Be the point of contact for external agencies, especially the local authority and its support services.

g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

h) Ensure the Academy keeps the records of all pupils with SEND up to date.

5.2 The Trust Executive Board (TEB)

The TEB will ensure the duties set out in this policy are carried out effectively by the academy.

The TEB will:

Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.

a) Work with the Executive Principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

5.3 The Executive Principal

The Executive Principal will:

a) Work with the SENDCo, Trust Director of Education, and the TEB to determine the strategic development of the SEND policy and provision within the academy.

b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

c) Have an overview of the needs of the current cohort of pupils on the SEN register.

d) With the SENDCo, monitor and identify any providers who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

5.4 Alternative Provision Providers

Staff in the provisions are responsible for:

b) The progress and development of every pupil in their class. Collaborating with the Education Placement team to ensure a smooth and effective transition that addresses the individual needs of each pupil

c) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.

a) Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and support.

a) Ensuring they follow this SEND policy.

6. SEND Information Report

6.1 Please see appendix 1.

7. Complaints

7.1 All complaints that the academy receives will be taken seriously. All providers have their own complaints policy. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

8. Contact details of support services for parents of pupils with SEND

8.1 Please click here for information about Nottingham City's local offer.

9. Monitoring arrangements

9.1 This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

10. Linked policies

10.1 Safeguarding & Child Protection Policy

10.2 Relationships & Positive Behaviour Policy

10.3 Concerns & Complaints Policy

10.4 Disciplinary Procedure Policy

10.5 Whistleblowing Policy

10.6 Providers have their own individual policies in place that are reviewed in the annual quality assurance process.

Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	Fairhaven Academy provides additional support as needed across the four main areas of need: • Communication and Interaction – for children who find speaking, understanding language or social communication difficult. • Cognition and Learning – for children who may struggle with learning, including specific learning needs such as dyslexia. • Social, Emotional and Mental Health – for children who find it hard to manage their feelings and behaviours, experience emotional difficulties, or have mental health challenges. • Sensory and/or Physical Needs – for children who have a physical disability, difficulties with vision or hearing, or sensory sensitivities.
Which policies identify children and young people with SEND?	At Fairhaven Academy, we know that sometimes a child might need extra help that hasn't been spotted yet. This can affect how they learn and feel at school. We work hard to find out what those needs are and what might be getting in the way, so we can give the right support and help every child do their best. When we decide what support will work best, we look at: • Information from previous schools or settings, including what teachers think and, if relevant, any Education, Health and Care Plan (EHCP). • What parents and the child tell us. • Assessments to see how they are learning and progressing. If a school or provider is worried about a child, they can speak to their link worker from the Education Placement Team or the SENDCo at Fairhaven Academy. Together, we'll work out the best way to help.
How are their needs assessed?	At Fairhaven Academy, we have a dedicated team that makes sure every pupil is placed in the right setting and gets the support they need to succeed. To understand each pupil's needs, we gather information from previous schools, carry out assessments, and listen to both the pupil and their parents or carers. From this, we create a pupil profile, a simple overview of what each child needs to thrive. Based on this profile, pupils follow one of three pathways: • **Pathway 1:** These pupils find attending and engaging in education very challenging. Our focus is on helping them feel safe, building confidence, and rediscovering a love of learning.

	• **Pathway 2**: These pupils are starting to engage but still face some difficulties. We work on reducing barriers to learning, improving attendance, and building key academic skills. • **Pathway 3:** These pupils are engaged in learning but need support with specific challenges. Our priority is keeping them motivated and helping them make progress to close any gaps. Pathways are flexible and reviewed regularly so pupils always get the right support. We also work with specialists such as Speech and Language Therapists, Educational Psychologists, and the Learning Support Team. The Alternative Provision Specialist Taskforce (APST) provides extra targeted support when needed. To help our providers, we offer ongoing training, so they understand the best ways to support pupils with SEND. When a pupil is identified as having SEND, we follow the Graduated Approach: **Assess → Plan → Do → Review** This helps us remove barriers to learning and make sure the right support is in place. Throughout everything we do, the pupil's needs, and the voices of both the pupil and their parents, are at the heart of every decision.
Who is the academy's SENDCo?	**Vicky Jackson** Vicky.Jackson@unity.raleightrust.org
What expertise and training do your staff have? How do you secure additional specialist expertise?	At Fairhaven Academy, we regularly check the quality of teaching and learning to make sure every child is getting the best education possible. We also work closely with different networks across the provisions we partner with. These networks help us share ideas and keep standards high. They focus on important areas such as: • Teaching different subjects effectively • Spotting and removing barriers to learning • Supporting pupils with specific SEND needs, like dyslexia • Strategies for managing certain behaviours, such as demand avoidance • Safeguarding and keeping children safe • Understanding new guidelines or changes in education • Identifying SEND early and accurately

	By working together and sharing expertise, we make sure pupils get the right support and the best learning experience. Every provider has a Designated Safeguarding Lead (DSL) on site. Their job is to make sure pupils are safe and well cared for. They work closely with the DSLs at Fairhaven Academy and make sure all staff understand their responsibility to keep children safe. We also work with specialist external agencies to give pupils the best support. This includes: • Educational Psychology and Learning Support teams within Nottingham City • The Alternative Provision Specialist Taskforce (APST), which brings together experts in areas like speech and language, counselling, and behaviour support By working together, we make sure pupils get the right help at the right time.
What should I do if I think my child has SEN?	If you think your child has SEND, you can either speak to the provision they are attending or contact Fairhaven's SENDCo directly. They will be able to support you with your concerns and discuss any possible next steps.
How will the academy know if my child needs SEN support? How are their needs assessed?	At Fairhaven Academy, we understand that many pupils join us after facing challenges in their previous schools. Our goal is to make sure they get the right support from the very beginning. When a pupil arrives, we: • Gather information from their previous school • Talk with the pupil and their family • Carry out baseline assessments to understand their learning needs This helps us identify any Special Educational Needs (SEN) and place them in the provision that suits them best. After this, pupils have regular informal check-ins with a member of the placement team. They work closely with providers to spot any concerns or extra needs. If needed, the SENDCo steps in to make sure the pupil's support is effective. School leaders also hold termly progress reviews with each provider. These reviews look at how pupils are doing and any challenges they face. From this, clear next steps are planned so every pupil keeps moving forward—and no child is left behind.

How do you assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and pupils as part of this assessment and review?	At Fairhaven Academy, we regularly check how pupils are doing to make sure they get the right support. We do this by: • Half-termly progress review meetings with providers • Ongoing monitoring by the SENDCo or SEN link in each provision • Using provision maps to make sure the right support is in place For pupils with an Education, Health and Care Plan (EHCP), we carry out extra reviews: • Annual reviews with everyone involved • Termly reviews between the SENDCo and providers to check targets linked to the EHCP Providers keep in regular contact with parents about their child's needs and let them know about any changes. For pupils with an EHCP, parents and carers are always invited to share their views—this is an important part of the review process.
How do you consult with parents of children with SEND and involve them in their child's education?	When pupils first join Fairhaven Academy, we ask parents and carers to share their views and hopes for their child. Your thoughts are always listened to and considered when we decide on the most suitable provision. If there are concerns about a pupil with SEND, or if extra support might be needed, we arrange meetings with the SENDCo and the provision. This way, we can work together to make sure the best possible support is in place for your child.
How do you consult with children and young people and ensure they are actively involved in their education?	At Fairhaven Academy, we make sure children and young people have a voice in their education. We do this by: • Collecting pupil voice whenever a member of Fairhaven staff visits their provision • Asking for pupil views as part of the EHCP review process • Talking about what's working well and what could be better This helps us understand their experiences and make changes that support their learning and wellbeing.
How will the academy adapt its teaching for my child? What interventions are available at your academy to support my child?	Fairhaven Academy works with a range of different provisions, each offering something unique. This means we can meet a wide variety of needs across our network. When pupils first join, we use the information we've gathered to create an individual timetable tailored to their needs. Across all provisions, we promote high-quality teaching. We check this through regular quality visits and provide ongoing training (CPD) to help staff develop and stay up to date. SEND support and interventions look different in each provision, but we always make sure pupils are placed where their needs can be met. Interventions may focus on: • Filling academic gaps (phonics, reading, writing, maths)

	• Emotional regulation • Specific learning needs (e.g., dyslexia) • Communication skills • Social interaction Some pupils may need specialist support from outside agencies, such as: • Counselling • Youth Justice services • Learning Support • Educational Psychologists • Speech and Language Therapists By working together, we make sure every pupil gets the right help to succeed.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	At Fairhaven Academy, we work hard to reduce and, where possible, remove the barriers that pupils with SEND face in accessing education. We do this by making changes that help pupils feel supported and able to learn. Each provision offers adaptations as part of their universal offer, such as: • Small teaching groups • Safe spaces • Time-out opportunities • Daily check-ins • A curriculum designed to meet pupils' needs Some pupils may need additional support, which can include: • Dyslexia overlays • Tinted paper • Personalised interventions If more specialist help is needed, we may involve external teams such as the Learning Support Team or Educational Psychology Team, always with parental consent. **Supporting Pupils with Medical Needs** Each provision has a designated member of staff responsible for pupils with medical needs. All staff have access to the medical register and know each child's needs. Individual Health Care Plans are stored centrally and reviewed throughout the year with agencies and parents/carers. Each provider also has policies for responding to emergencies. If medication needs to be taken during the school day, parents/carers should contact the SENDCo. Staff receive regular training and updates on medical conditions and medication so they can manage situations confidently. Because each setting is

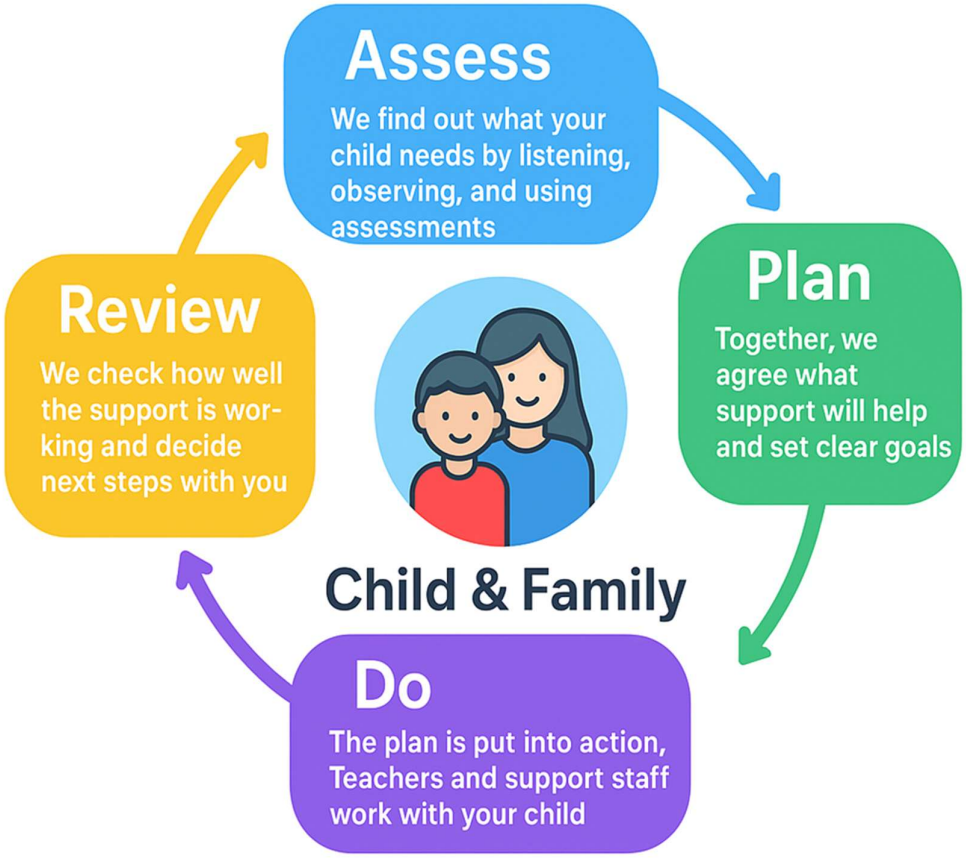
	different, the SENDCo will work with the provider to agree on the medication plan.
How do you evaluate the effectiveness of the provision made for children and young people with SEND?	At Fairhaven Academy, we regularly review how well we are supporting pupils with SEND. This includes: • Looking at each pupil's progress every term • Quality checks, such as observing lessons, reviewing work, and talking to pupils • Monitoring by the SENDCo • Holding termly target reviews for pupils with EHCPs, alongside their annual reviews The Executive Principal reports on all aspects of the academy to the Trust Executive Board (TEB). Members of the TEB also visit provisions to review standards and hear pupils' voices. The SENDCo and tutors monitor how well the academy supports pupils during the annual review process for EHCPs and SEND plans, making sure everything is working as it should.
How will the academy resources be secured for my child?	At Fairhaven Academy, we do everything we can to meet the needs of pupils with Special Educational Needs (SEND) using the resources available. Each provision has staff who support pupils both in learning and in their wellbeing. Because of the nature of our settings, pupils benefit from small staff-to-pupil ratios, which means more individual attention. Leaders work closely with providers to make sure the right resources, equipment, and support are in place. For pupils with an Education, Health and Care Plan (EHCP), we focus on meeting all statutory requirements. The support given at each level is recorded through our Waves of Support system. We also make sure staff across all provisions receive training and professional development (CPD) to strengthen their understanding of SEND and improve the support they provide.
How do you support children and young people who move between phases of education?	We know that moving to a new setting can be challenging for pupils with SEND and their families. At Fairhaven Academy, we take steps to make every transition as smooth as possible. **Moving to Another Setting or Alternative Provision** • We contact the new school's SENDCo or SEN link to share important information about your child's needs and any special arrangements. • All records are passed on quickly. • A member of our Education Placement Team will support both the pupil and family during the transition.

	Returning to Mainstream • We gather views from the provision, the pupil, and the family to make sure everyone feels ready. • The Education Placement Team will stay in touch and visit the new school to check how things are going. • The new school receives a detailed handover, and we discuss the support your child will need. • If needed, we plan a gradual transition. **Post-16 Support** All pupils receive careers guidance as part of their curriculum, with extra support in Key Stage 4. This includes: • 1:1 advice sessions with a qualified Careers Advisor through Futures • Mock interviews • Careers events with external providers • Work experience opportunities • Help with CV writing • Support with application forms for post-16 education • Visits to post-16 provisions
How do you help children and young people prepare for adulthood?	At Fairhaven Academy, we help children and young people get ready for adult life by teaching real-world skills through subjects like PSHE, cooking, ICT, and social skills. Parents and carers can also find helpful information and advice on education, training, and work from the National Careers Service: https://nationalcareers.service.gov.uk You may also want to explore the Local Offer, published by the local authority. This sets out details of SEND provision, including the full range of post-16 options and support available to help young people prepare for adulthood, such as getting a job and living independently. For pupils with an Education, Health and Care Plan (EHCP), all reviews from Year 9 onwards include a focus on preparing for adulthood. This covers areas like employment, independent living, and taking part in society.
How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?	At Fairhaven Academy, we believe every pupil should have the chance to take part in a wide range of curriculum experiences and activities. No child is ever excluded because of their SEND or disability. For all trips and activities, staff complete risk assessments that include details of how to support pupils with SEND. We encourage all pupils to be fully involved in school life. Where a pupil has an

	Education, Health and Care Plan (EHCP), we make sure the right support and reasonable adjustments are in place. All clubs and trips are open to pupils, as long as a suitable risk assessment is carried out. Individual arrangements will be discussed with parents in advance. If a pupil has a physical or medical need, we will talk through any issues before the trip—including overnight or residential visits, to make sure everything is safe and accessible.
How do you support the well-being of children and young people?	At Fairhaven Academy, we use a range of strategies and interventions every day to help pupils understand their feelings and how their choices affect others. Our Alternative Provision Specialist Taskforce (APST) includes a qualified counsellor who offers one-to-one support when needed. Each pupil also completes an emotional development baseline when they join, so we can plan the right interventions for them. To make sure staff can support pupils effectively, the Trust provides Mental Health First Aid Training (MHFA England) to all provisions and Fairhaven staff. This gives them the skills to help pupils who may be experiencing mental health difficulties.
How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	At Fairhaven Academy, if a pupil is not making the progress we expect, even after receiving the right support and interventions, we will look at involving specialists or external agencies to provide additional help. We will always talk to parents and carers first and share what has been agreed or discussed. Some of the agencies we work with include: • Mental Health Support Team (Nottingham) • Educational Psychologist • Learning Support Team • Speech & Language Therapist • Youth Offending Support • CGL (Change Grow Live) • Counselling – Base One (Nottingham) This partnership approach ensures pupils get the right support at the right time.
What support is in place for looked-after and previously looked-after children with SEN?	Pupils who are looked after have regular Pupil Education Plan (PEP) meetings once a term. These meetings include the designated teacher, social worker, care home or carer, tutor, and the pupil. During the meeting, we review: • Current attainment and progress • Attendance • The pupil's views • The carer's views

	• Next steps for education PEP meetings also have an allocated budget that can be used to fund resources and services to help the pupil engage with learning and make progress. The designated LAC teacher is **Vicky Jackson**
What should I do if I have a complaint about my child's SEN support?	If you have a question or concern about the support your child with SEND is receiving, we recommend: 1. First, contact the alternative provision directly. 2. If you'd like to discuss things further, you can contact the SENDCo at Fairhaven Academy or a member of the Senior Leadership Team (SLT). 3. If you still feel your concern hasn't been resolved, the Executive Principal will investigate. If your concern relates to SEND and has not been addressed by the SENDCo, please contact the Executive Principal following our Complaints Policy. A copy of this policy is available on the academy website.
What support is available for families?	At Fairhaven Academy, we know that supporting families is just as important as supporting pupils. That's why we offer drop-in coffee mornings once a term. These sessions are led by specialists such as Educational Psychologists, Behaviour Experts, and Speech and Language Therapists. Topics covered include: • Wellbeing • Communication • Helping with reading at home You can also access more information about SEND support through the Local Offer on your local authority's website. This includes details of services, resources, and advice available for children and young people with SEND. Local Offer for Nottingham City

Appendix 2: Graduated Approach



Appendix 3: Whole-Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2: Targeted Intervention offer	Wave 3: Specialist (External) Intervention Offer
Social, Emotional, Mental Health and Behavioural	Wave 1 SEMH provision aims to create a nurturing and inclusive school environment that supports the emotional well-being of all students, reducing the likelihood of more significant challenges arising in the future. • Inclusive environment • Small classes with a high staff ratio • High quality teaching • Positive behaviour support • Access to support staff • Regular check-ins • Positive classroom environment • Peer support • Effective communication • Access to resources • Promoting resilience • Regular review and evaluation • SEMH profiling • Pen Pictures • Pupil Logs • Family involvement and support • Sensory rooms and facilities	Wave 2 SEMH provision aims to provide a more targeted and intense support to pupils with specific SEMH needs, addressing their challenges and helping them develop the skills and strategies necessary for academic and emotional success. • SEMH Profiling + • Personalised SEMH plans • Pupil on a page • Small group interventions • Regular progress monitoring • Personalised strategies • Regular reviews of targets	Wave 3 SEMH provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe SEMH challenges and ensure their safety, well-being and progress. • Specialist assessment and referral • Access to external specialists • Intensive 1:1 support or small group work support • Multi-Agency collaboration • Transition planning • Regular progress monitoring • APST • Behaviour Specialist Sessions • Regular review of targets

Cognition and Learning	Wave 1 Cognition and Learning provision aims to create an inclusive and support environment where high-quality teaching practices benefit all pupils, regardless of their learning profiles or abilities. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Adapted curriculum • Small classes with a high staff ratio • Dyslexia screening • Identification and assessment • Varied instructional strategies, including visual and auditory strategies to cater diverse learning preferences • Quality feedback • Regular assessment and monitoring • Accessible learning resources • Collaborative planning • Parental engagement • Professional development • Regular review and adaption • Regular team meetings	Wave 2 Cognition and Learning provision aims to provide targeted support to pupils with specific learning difficulties, helping them build foundational skills and achieve academic success. Here are key elements to expect in Wave 2: • TA allocation • Academic intervention groups • Adapted resources • Adapted curriculum • Additional instructional time • Progress meetings • Collaboration with parents • Regular review meetings • Positive reinforcement strategies	Wave 3 Cognition and Learning provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique needs of pupils with severe learning difficulties and ensure their progress and development. Here are key elements to expect in Wave 3: • Specialist assessment and referral • Collaboration with external specialists • Small-group interventions • Adapted curriculum • Adapted materials • High staff-to-pupil ratios • Collaboration with parents and families • Regular review and progress monitoring • Transition planning • Multi-Agency collaboration • Progress meetings

Speech, Language, Communication & Interaction	Wave 1 for speech, language, communication and interaction provision aims to create an inclusive and supportive learning environment where high-quality teaching practices benefit all pupils, regardless of their communication abilities or needs. Here are key elements to expect in Wave 1: • Inclusive classroom environment • High-quality teaching • Speech and language development • Visual and communication aids • Adapted instruction • Positive communication environment • Supportive classroom strategies • Regular assessment and monitoring • Teacher collaboration • Parental engagement • Professional development • Regular review and adaption	Wave 2 for speech, language, communication and interaction provision aims to provide targeted support for pupils with specific communication difficulties, helping them improve their communication skills and participate more fully in classroom and social interactions. • Identification and assessment • Small group interventions • Speech and language therapy • Social communication interventions • Visual support for communication • Regular progress monitoring • Collaboration with parents and families • Specialist training for staff • Regular review meetings • Communication and Interaction TA	Wave 3 for speech, language, communication and interaction provision is designed for the most complex and high-level of need cases, providing highly specialised support to address the unique and severe speech, language, communication and interaction needs of pupils, with the goal of helping them develop effective communication skills and engage fully in their educational experience. • Specialist assessment and referral • Collaboration with external specialists and agencies • Intensive and regular speech and language therapy • Regular progress monitoring • Collaboration with parents and families • Professional development for staff • High staff-to-pupil ratios

Sensory and Physical	Wave 1 sensory and physical needs provision aims to create an inclusive and supportive learning environment where high-quality teaching practices and accessible facilities benefit all pupils, regardless of their sensory or physical abilities. • Inclusive classroom environment • High-quality teaching practices • Adaptive materials and technology • Accessible physical facilities • Regular assessment and monitoring • Adaptive seating • Family engagement • Regular review and adaption • Professional development	Wave 2 sensory and physical needs provision aims to provide targeted support to pupils with specific sensory and physical needs, helping them develop the skills and independence required to fully participate in the educational experience. • Identification and assessment • Small-group interventions • Physical therapy services • Occupational therapy services • Sensory-friendly learning environment • Accessible physical facilities • Collaboration with parents and families • Regular progress meetings • Communication and mobility support • Positive behaviour support • Professional development for staff • Regular review meetings	Wave 3 sensory and physical needs provision is reserved for the most complex and challenging cases, providing highly specialised support to address the unique and severe sensory and physical needs of pupils with the goal of enhancing their independence and overall quality of life. • Specialist assessment and referral • Collaboration with external specialists • Accessibility physical facilities • High staff-to-pupil ratios • Collaboration with parents and families • Regular progress monitoring • Transition planning