

### Floreat Wandsworth Offer

<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
<p>These are services which all families can expect to access without needing any extra SEND resources. Universal services are expected to make reasonable adjustments to accommodate children/young people with SEND</p>	<p>These are services for children with additional needs over and above what is available to them through universal services. Often these services will be short-term and embedded into universal services.</p>	<p>Specialist services are those which families may require following individual assessment and referral by specialists. Typically, they will be long-term and for children with complex needs.</p>
<p>High- quality teaching which is inclusive in intent and implementation and meets the needs of all pupils</p> <p>An environment, curriculum and pedagogical approach that is underpinned by research and inclusive by design from the outset, rather than provision for learners with SEN only being additional or different provision that is ‘bolted on’ to the core offer as a remedial response</p> <p>Effective systems for tracking and monitoring progress, so that early identification of needs and timely intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all learner groups</p> <p>Opportunities to extend and challenge all learners, so that they can achieve their potential. Our curriculum is unapologetically challenging.</p> <p>Effective lines of communication between home and school, so that through collaboration, a shared understanding of ‘what success looks like’ is achieved for each learner and their family</p> <p>Signposting for parents, carers and learners to provision within the ‘Local Offer’ that may further support a child to achieve their ambitious outcomes and to participate in their local community</p> <p>Low cognitive load for all children across all aspects of learning</p>	<p>A graduated approach of assess, plan, do, review</p> <p>Children on SEN support have their progress tracked through individual support plans (ISPs); these are reviewed each term.</p> <p>Children with EHCPs have their progress tracked through individual provision maps (IPMs); these are reviewed each half term.</p> <p>Children’s individual needs are supported through interventions:</p> <ul style="list-style-type: none"> <li>- Daily readers</li> <li>- Sounds</li> <li>- Speech and Language</li> <li>- Number sense</li> <li>- Occupational therapy (FMS &amp; GMS)</li> <li>- Handwriting</li> <li>- Social skills</li> <li>- Lego therapy</li> <li>- Colourful semantics</li> <li>- Grammar &amp; punctuation</li> </ul> <p>Teachers and teaching assistants facilitate small group work and additional tailored support in class to individuals or small groups</p>	<ul style="list-style-type: none"> <li>★ Emotional Literacy Support Assistant (ELSA)</li> <li>★ Drama therapy</li> <li>★ Child and Adolescent Mental Health Services (CAMHS)</li> <li>★ Wandsworth Autism Advisory Service (WAAS)</li> <li>★ Play therapy</li> <li>★ Occupational therapy</li> <li>★ Speech &amp; Language therapy</li> <li>★ Educational Psychologist</li> <li>★ Victoria Drive - Pupil Referral Unit (PRU)</li> <li>★ Wandsworth Sensory Support Service (WSSS)</li> <li>★ Wandsworth Hearing Support Service (WHSS)</li> </ul>