

# SEND News – Term 4 2023



Dear parents and carers,

Finally, the government's response to the consultation on the green paper on Special Educational Needs and Disability and Alternative Provision has been [published](#). It looks like any reforms will take a few years to develop. However, inclusion remains high on the agenda with more and more children and young people with EHCPs being educated in mainstream schools. For us at Acorn, this is good news and allows us to continue to embrace diversity and welcome all to our schools. We are fostering a culture at all levels in the Trust where every decision at every level is made "through the lens" of children and young people with SEND or who are disadvantaged. By shining a light on SEND and disadvantage, we ensure that our decisions allow our neurodiverse school population to thrive. Yes – we make adaptations to our environments, routines and our teaching and learning, but even better if those spaces, our practice and curricula are built with these children in mind, so that inclusion is built-in and not bolt-on.

Sue Fulbrook (Head of SEND)

## Waves of intervention

Approximately, 18% of our children and young people in the trust have SEND which requires provision which is additional to or different from the core school offer. Within Acorn, our schools operate a model for intervention under "waves" of support in order to meet the diverse needs of our learners.

Wave 1 – universal support. This is provision available to all within the classroom. This involves adaptive teaching which is of a high-quality. This may include flexible seating, explicit teaching, awareness of cognition and metacognition, use of technology and scaffolding. It also includes inclusive environments within the school and classrooms.

Wave 2 - targeted support. This is usually short-term intervention to fill any gaps in learning or provide an intensive block of intervention with the aim of rapid progress.

Wave 3 – targeted plus. This may be where a learner requires longer term intervention or adaptations to meet their needs or remove barriers to learning. External advice may also be sought.

Wave 4 – Trust level or external provision. This involves use of Trust level services (such as Educational Psychology, Behaviour support, forest school, nurture base) or external alternative providers.

Learners may be added to the SEND register as they access support at wave 3 or above. Sometimes, learners at wave 2 may also be added. Our focus is always on ensuring that wave 1 is our first response to suspected SEND and that this level of support is of high quality.

## Autism Awareness

Autism awareness week is this week. The theme this year is colour and they are running various challenges to raise awareness and money.

<https://www.autism.org.uk/get-involved/raise-money/world-autism-acceptance-week-2023>



A fantastic paper on learning disability was jointly published by CST and Ambition Institute in December 2022 - [https://cstuk.org.uk/assets/CST-Publications/CST\\_AmbitionInstitute\\_Whitepaper\\_AGoodLife.pdf](https://cstuk.org.uk/assets/CST-Publications/CST_AmbitionInstitute_Whitepaper_AGoodLife.pdf) It is well worth a read.

Follow us @AcornSEND on twitter

Look out for tweets about achievements for children and young people with SEND as well as links to useful information.