

All-Through Academy SEND Offer.

<p style="text-align: center;">Wave 1</p> <p style="text-align: center;">Universal Offer: Quality First Teaching</p> <p style="text-align: center;">What happens at this stage?</p> <p>Class teachers should use the below checklists to address any concerns they have, using Assess, Plan, Do, Review Framework.</p> <p style="text-align: center;">Involved professionals:</p> <p>Class teachers and support staff, pastoral team, safeguarding team, senior leadership and inclusion team.</p>	<p style="text-align: center;">Wave 2</p> <p style="text-align: center;">Targeted Support: Early Intervention</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there is no improvement following Wave 1 support, a conversation will happen with the child's family where one or more of the targeted support interventions will be agreed to support the pupil.</p> <p style="text-align: center;">Involved professionals:</p> <p>As previous, in addition to child's family and other professionals such as WEST, Kooth counsellors and resources provided from groups such as Winston's Wish.</p>	<p style="text-align: center;">Wave 3</p> <p style="text-align: center;">Specialist Provision: Bespoke Planning</p> <p style="text-align: center;">What happens at this stage?</p> <p>If there are no further improvements following agreed targeted support of Wave 2, then specialists may be commissioned as part of a SEND Team around the child for advanced support and intervention.</p> <p style="text-align: center;">Involved professionals:</p> <p>As previous, with additional access to 1-2-1 WEST counsellors and CAHMS.</p>
SEMH		
<ul style="list-style-type: none"> • Whole school quality first teaching with responsive teaching strategies in place • Oasis provides a broad and balanced curriculum e.g. PSHE looks into strategies to support mental health • Physical organisation of the classroom adapted for learners • Clear and consistent boundaries in place • Attendance monitoring to identify vulnerable pupils • PPM meeting to identify vulnerable pupils • Flourish Surveys 	<ul style="list-style-type: none"> • WEST (Wellbeing and Emotional Support Team) groups and referrals • Bespoke sessions for LAC • Small Thrive sessions in response to whole class screenings • Small Flourish groups in response to screenings • Small Nurture groups which are responsive and flexible • Small Behaviour groups which are responsive and flexible • Small Bereavement groups which are response and flexible. These are also in 	<ul style="list-style-type: none"> • 1-2-1 WEST sessions and appointments • Group WEST sessions for targeted children following initial assessments • WEST professionals run additional workshops and provide specific resources to targeted children to utilise • CAHMS cast • Additional supervision or provisions during lunch and break times to assist social interactions, independence, play and emotional wellbeing • Specialist provision for KS2 SATs

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<ul style="list-style-type: none">• School has 6 fully licensed thrive practitioners• Thrive Whole Class Screening• Girls on Board delivered to all children in Year 4 onwards• QR Codes in each classroom to on online worry forms which is monitored by class teachers• Pastoral Worry box• Corners in each classroom used for grounding techniques• Classrooms have communication cards to support children in identifying and sharing their emotions• Well-being champions across KS2 to support across the academy• Pastoral staff have Level 2 Counselling Qualification• Pastoral staff have Youth and Mental Health First Aid Training• Sensory Walkways across the academy• Mental Health week is part of our curriculum• Well-being weeks following summer holidays and Christmas holidays• Triage system for accessing pastoral staff and support• WEST (Well-being and emotional support team) attend school events, making themselves available to all for advice	<p>place for children who are going to have potential bereavements.</p> <ul style="list-style-type: none">• Small LGBTQ+ groups for targeted children• Small Sensory group (focusing on eating disorders) for targeted children• Kooth Online (forum for Y6 children) which have bespoke sessions for children who are referred for counselling. Parents facilitate children to access this at home• Starting well for parents• Reactive Girls on Board sessions which happen in the moment where necessary• Bespoke workshops aimed at parents e.g. Kooth information, supporting low mood• Winston's Wish for bereavement support• Mini SLT used to mentor specific children	
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<p>Communication and Interaction (Speech and Language)</p>		
<ul style="list-style-type: none"> • Colourful semantics used throughout the academy across the curriculum to support • Consistent agreed-approach to display boards • Drawers are labelled and have Widget symbols • Stop and Check Boards in every classroom highlighting subject specific vocabulary • Visual timetables updated daily • Now and Next Boards 	<ul style="list-style-type: none"> • Colourful semantics are used in English to support specific children with communicating their ideas • WELLCOMM Groups run by support staff. • Speech & Language HLTA to observe & assess if necessary. • Any flagged children routinely monitored by Speech and Language TA. • Speech sound children supported by support staff with The Vowelies in phonics interventions. • Attention Autism (Connect group) offered 	<ul style="list-style-type: none"> • Speech and Language observations and recommendations • Referral to NHS and/or Summer Hill Speech therapy. • Specialist provision for KS2 SATs • Pupil power packs- to assist children with specific targets. • Group language sessions with Summer Hill or Speech & language HLTA offered. • 1:1 Speech therapy with Summer Hill/Speech and Language HLTA • Intensive interaction offered.

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<ul style="list-style-type: none">• Every lesson has a 'Key Vocabulary' slide where definitions are shared with children• Additional use of IT used to support the curriculum• Staff will keep instruction clear and concise to avoid cognitive overload• Allowing thinking time and partner talk• Communication boards throughout the academy and school site• Every child assessed via WELCOMM on entry into EYFS (HH/EE and Reception)• Regular CPD opportunities for staff regarding Speech and language support.		<ul style="list-style-type: none">• Child led, neurodiversity affirming therapy offered.• Gestalt language processor aware therapist and HLTA.• AAC (Communication device) acquired for those who need it.
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<p>Cognition and Learning</p>		
<ul style="list-style-type: none"> • Staff will keep instructions clear and concise to avoid cognitive overload. • Regular CPD opportunities for staff to understand how to support. • Physical organisation of the classroom adapted for all learners. • Clear and consistent boundaries in place. • Attendance monitoring to identify vulnerable pupils. • Additional use of IT used to support the curriculum. 	<ul style="list-style-type: none"> • Targeted interventions (e.g. Nessy) • Regular meetings to discuss children in question and review IPMS's. • Assistant SENCO/ Phase leads to observe child in class and suggest further strategies to support. • Assistant SENDCO to share checklists and forms with Class Teachers for parental consent for external agencies. 	<ul style="list-style-type: none"> • Occupational therapist observations and recommendations. • Educational Psychologist observations and recommendations. • CCN observations and recommendations. • Chadsgrove Assessment and recommendations. • EHCP pathway (Annual Reviews) • Specialist provision for KS2 SATs

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<ul style="list-style-type: none">• Encouragement to access full use of resources around the school – library contents – SEND specific books/ Dyslexia friendly books.	<ul style="list-style-type: none">• Any flagged children routinely monitored by Assistant SENCO and will be placed on the SEND Spreadsheet.	<ul style="list-style-type: none">• Personalised learning targets to address gaps in knowledge (e.g. phonics groups and specialist maths groups)• Pupil power packs- to assist children with specific targets.
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Sensory and Physical Needs		
<ul style="list-style-type: none"> • Sensory walks in corridors across the academy • 5-minute fitness after the register during both the morning and afternoon session. • Each year group has SEND resources aimed at those with dysgraphia and dyspraxia tendencies. • Children have access to a range of suitable fidget toys which do not disrupt others. • Access to pencil grips, triangular pencils, coloured overlays and Easi-grip scissors. 	<ul style="list-style-type: none"> • Assistant SENDCO to share checklists and forms with Class Teachers for parental consent for external agencies. • Mr Tilley's intervention groups • Specific children can have brain breaks when needed. • Toe by Toe intervention • Access to standing desks • Access to wobble cushions • Access to Thera Band on chair legs • Access to Thera Putty for more intense hand strengthening interventions. • Ear Defenders available. 	<ul style="list-style-type: none"> • Further professional involvement from external agencies • Specialist provision for KS2 SATs • Regular reviews for monitored children. • EHCP pathway (Annual Reviews)

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<ul style="list-style-type: none">• Kinetic letters programme used to support pencil grip and appropriate sitting.• Regular and up to date CPD for all Teachers and Support Staff.	<ul style="list-style-type: none">• Any flagged children routinely monitored by Assistant SENCO and will be placed on the SEND Spreadsheet	
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