



SEND AND INCLUSION OFFER 2024-2025

<p align="center"><u>Communication and Interaction</u></p> <p>Including Speech and Language, Communication Disorders and Autism, ADHD</p>	<p align="center"><u>Cognition and Learning</u></p> <p>Including Dyslexia, Dyscalculia Specific learning difficulties: MLD, SLD, PMLD, ASD, ADHD</p>	<p align="center"><u>Sensory and Physical</u></p> <p>Including: Visual impairment, hearing impairment, multi-sensory impairment and physical disability.</p>	<p align="center"><u>Social, Mental and Emotional Health (SEMH)</u></p> <p>Including: ADHD, ASD, Mental health conditions</p>
<p>Ordinarily Available Provision and Quality First Teaching (All pupils)</p>			
<ul style="list-style-type: none"> -Flexible teaching arrangements -Structured school and classroom routines -Warning of change -Differentiated curriculum delivery e.g. simplified language -Increased visual aids/modelling -Visual timetables -Repetition/clarification of instructions -Assessment for exam Access Arrangements. - Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -Differentiated tasks -Differentiated delivery, e.g. simplified language, slower lesson pace, supportive sheet for recording -Repetition/clarification of instructions -Assessment for exam Access Arrangements. -Differentiated output or outcome e.g., use of ICT, fewer sentences -Increased visual aids/modelling etc. -Visual timetables -Alphabet, word and number charts, mats, banks -Dictionaries -Use of writing frames -Ensuring appropriate reading material is available -Individual whiteboard -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -Flexible seating arrangements -Handwriting/fine motor skill programme -Specialist resources – pencil grips, triangular pencils, a variety of types of scissors -Multi-sensory equipment -Range of equipment & opportunities for balancing, exploring, etc. -Assessment for exam Access Arrangements. -Brain gym exercises -Provision of left-handed equipment -Written signs for class labels in classes -Seating arrangements (r-handed, l-handed etc) -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -Whole school behaviour and relationships policy -Positive and restorative behaviour strategies. -Structured school and classroom routines -Positive reward systems -System of forgiveness and reconciliation. Pupils are supported when situations happen. -Involvement in after-school clubs - Individual job and responsibility -Support of lunchtime supervisors at lunchtime - Assessment for exam Access Arrangements. -Weekly focus on social-emotional aspects of learning during community circles. -Mental Well-Being life skills curriculum -Visual timetables -Therapeutic Thinking strategies and ethos.



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<p>Targeted Provision – different from or in addition to (Wave 1 and Wave 2)</p>			
<ul style="list-style-type: none"> -1:1 Speech and Language sessions as directed by external professionals/ ELKAN sessions as required. -Exam Access Arrangements (if required). -Additional planning and arrangements for transition -Access to the sensory room -Referral to Autism Advisory Team - Referrals to other agencies. -Professional discussion with the link Educational Psychologist. -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -TA and HIVE team interventions -Pre-teaching -Handwriting and spelling programmes -Task sheets -Small group of support for literacy and numeracy. -Exam Access Arrangements (if required). -Support for reading comprehension, e.g., cloze procedure, comprehension exercises, word mats - Screeners for Dyslexia and Dyscalculia. -Pastel / tinted paper -Tinted overlays/rulers -Additional planning and arrangements for transition - Referrals to other agencies. -Professional discussion with the link Educational Psychologist -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -Fine and Gross Motor skills sessions -Sports events – additional preparation -ICT resources available -Additional planning and arrangements for transition -Referral to vision impairment or hearing loss support teams (via EHA). -Exam Access Arrangements (if required). -Site audits and adjustments are part of the school accessibility policy. - Referrals to other agencies. -Professional discussion with the link Educational Psychologist - Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -Use of buddy system -Additional planning and arrangements for transition -Access to the sensory room. 1 to 1 work with HIVE staff/ ELSA staff. -Early Help Assessment to request support from outside agencies. - Involvement of the Safeguarding and Pastoral Manager. -Exam Access Arrangements (if required). -Wishes and feelings sessions - Referrals to other agencies. - Social stories -Professional discussion with the link Educational Psychologist -Therapeutic Thinking strategies and ethos.



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Specialist Provision – provision for specialist needs (Wave 2 and Wave 3)			
<ul style="list-style-type: none"> - EHCNA (if appropriate) -Personalised timetable -Individual Speech therapy -Care Plans. -Intervention delivered by Speech therapist -Individual visual timetables / schedule Visual Supports e.g. -Now/Next boards; Choice Boards; -Individual ICT programmes -Work station for part of day of part and time in school alternative provision. -Outside agency advice -Individual risk assessments - Communication aids -Sensory Circuits and aids -Increased Adult Support -Ear defenders -Learning tools -Other sensory aids (e.g., weighted blanket) -Outreach referral -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -EHCPNA (if appropriate) -Pre-teaching of class learning -Reinforcement practice of class learning -One to one and group support for literacy outside class -One to one and group support for maths outside class -List of current and future topic words -Additional planning and arrangements for transition -Outside agency advice, including from Cognition and Learning Team Dyslexia-friendly resources -Transition arrangements from primary school and to Post 16 settings. -Outreach referral -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -EHCNA (if appropriate) -Provision of specialist equipment ICT, sloping board, grips, sticky mats, special cushion etc -Individual handwriting/fine motor skills work -TA support/monitoring during social times. -Individual planning and arrangements for transition -Outside agency advice -Individual risk assessment -Access to enlarged resources - Use of a scribe for assessments. -Physio exercises -Ear defenders -Learning tools -Other sensory aids (e.g., weighted blanket) -TA support in PE/dance/games -Alternative PE curriculum -Access to outside spaces -Outreach referral -Therapeutic Thinking strategies and ethos. 	<ul style="list-style-type: none"> -EHCNA (if appropriate) -Individual reward/sanction scheme -TA support – communication of feelings -TA support individual debriefing/pre-empting -Break/lunchtime monitoring -Counselling from an outside agency through referral system -Individual seating or work station for aiding concentration for part of the day as part of school alternative provision. -Weekly feedback to parents - email/phone / face-to-face -Additional transition arrangements -Individual risk assessments -Curriculum support sessions with internal provision. -CAMHS involvement through referral -HIVE 1:1 Sessions -Wishes and feelings sessions. -Outreach referral -Therapeutic Thinking strategies and ethos.



Key information

- Pupils on the SEND and inclusion register will have a SEND plan and Pupil Passport.
- Pupils may also have a Pupil Inclusion Plan and Therapeutic Plan depending on the level of need presented.
- The therapy dog who visits the school will be assigned to individual pupils based on the level of need identified.
- Class sensory packs are provided to each room so pupils can access the tools and resources as part of their learning process.
- Appropriate provision may be used for individual pupils. The school has an appropriate provision on site for targeted curriculum and behaviour support. The D.E.N (Developing Emerging Needs) provision is run by the inclusion team, and pupils are identified for targeted and personalised support.