

SEND Provision at Hayesbrook Academy

The Mainstream Core Standards - Kent

This is the provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools. Guidance for schools, parents and carers and professionals working with children and young people.

https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Wave 1 – Universal provision for all learners

Wave 1 is the effective inclusion of all pupils **in high-quality everyday personalised teaching** where resources are **adapted** to meet the needs of all students. The SEND Code of Practice (2014) is clear that special educational provision is underpinned by **high quality teaching**.

The Education Endowment Foundation (EEF) has created a summary of recommendations for **teaching special educational needs in mainstream schools**. The basic principles are listed below. The report, summary poster and reflection on SEND practice can be found [HERE](#).

Wave 2 - Targeted

Wave 2 is a specific, additional, and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Wave 3 - Personalised/Individualised Learning

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Cognition and Learning

Wave 1 – Universal Provision for all learners	Wave 2 – Targeted interventions and support for some learners	Wave 3 – Specialised support for a few learners
<p>High Quality Teaching – see Education Endowment Foundation 5 A Day strategies and Summary of recommendations for teaching SEND in mainstream schools.</p> <p>Learning objectives and success criteria clearly communicated</p> <p>Use of ICT: whiteboards, Chromebooks, visualisers, Read & Write software</p> <p>In-class targeted teacher support</p> <p>In-class learning support assistant support within class teaching (deployed with a priority in English, Maths and Science)</p> <p>Pre-teaching of vocabulary and concepts</p> <p>Group/ individual guided reading with class teacher or learning support assistant</p> <p>Collaborative and self-assessment</p> <p>Access to homework club</p> <p>Access to extended learning activities</p> <p>Educational trips and residential trips</p> <p>Whole academy policies: Teaching and Learning, SEND policy.</p> <p>Reporting to parents/carers at parent evenings and assessment reports three times a year.</p> <p>Additional use of visual and practical resources - task boards, coloured overlays/paper</p>	<p>In-class additional target teacher support</p> <p>In-class additional learning support assistant provision within class teaching (small group or individual)</p> <p>Opportunities for over learning</p> <p>Additional interventions discussed in AEN meetings to address lack of progress/barriers to learning, and to identify and monitor interventions</p> <p>Targets set for interventions and outcomes agreed and shared with teachers, learning support assistants and small school teams providing intervention</p> <p>Targets shared with pupils and parents/carers</p>	<p>Parents/carers informed of continual needs and next steps for SEND support</p> <p>Assessments, advice and recommendations from outside agencies</p> <p>Advice and support from the class teacher, the SENCo and learning support assistants</p> <p>Individual SEND ILPs and passports written with SMART targets (Specific, Measurable, Achievable, Realistic, Time)</p> <p>Core independent study option available</p> <p>Specialist learning support assistant interventions (one-to-one or small group support) for literacy, numeracy, social skills, Lego therapy, transition, Lexia, SaLT</p> <p>Review of provision with parents/carers, class teacher, SENCo and involved agencies</p> <p>Additional use of special needs resources</p> <p>Annual review for pupils with EHCP</p> <p>Views of families and pupil reflected in ILPs and passports</p> <p>Access arrangements for examinations applied e.g. extra time</p>

Communication and Interaction

Wave 1 – Universal Provision for all learners	Wave 2 – Targeted interventions and support for some learners	Wave 3 – Specialised support for a few learners
<p>High Quality Teaching – see Education Endowment Foundation 5 A Day strategies and Summary of recommendations for teaching SED in mainstream schools.</p> <p>Structured academy and class routines</p> <p>Peer support and seating plans</p> <p>Zones of regulation</p> <p>Use of ICT: whiteboards, Chromebooks, visualisers, Read & Write software</p>	<p>Visual timetables and pre-empt any change to routine by discussing this with the student</p> <p>Interventions to support social engagement and communication</p> <p>Breakfast and break/lunch clubs</p> <p>Traffic light cards</p>	<p>Involvement of outside agencies: speech & language therapy (SaLT), Educational Psychologists (EP), Children and Adolescent Mental Health Team (CAMHs)</p> <p>Individual social stories to teach specific social skills</p>

Sensory and Physical

Wave 1 – Universal Provision for all learners	Wave 2 – Targeted interventions and support for some learners	Wave 3 – Specialised support for a few learners
<p>High Quality Teaching – see Education Endowment Foundation 5 A Day strategies and Summary of recommendations for teaching SED in mainstream schools.</p> <p>Adaptations to the classroom environment (when appropriate) e.g type of seating, height of desks</p> <p>Risk-assessments and IHCP completed as appropriate which identify personalised needs</p> <p>Accessibility plan</p> <p>Use of ICT: whiteboards, Chromebooks, visualisers, Read & Write software, Captioned/subtitled films.</p> <p>High quality resources are readily available, organised to enable independence e.g correct size font or taking book versions,</p> <p>Seating plan considers specific needs and regular work buddy who can assist with any difficulties/alert teacher to any problems</p> <p>Communication to all staff and first aiders about needs/impairments/ emergency treatment and administration of medicines e.g. epi pen</p>	<p>Use of specialist equipment: Pencil grips Lap weights Sloping boards for desks Fidget kits Magnifiers Sensory box</p> <p>Gross motor programmes</p> <p>Fine motor programmes</p> <p>Staff follow recommendations from medical team/community nurse team</p> <p>Breakfast and break/lunch clubs</p>	<p>Individual workstation/equipment</p> <p>Adapted cutlery</p> <p>Social stories</p> <p>Comic Strip Conversations</p> <p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team Physical and Sensory Support Services(P.S.S.S)</p> <p>Individual support with self-care where appropriate</p> <p>Involvement of outside services for advice and recommendations: school nurse, GP, paediatrician, occupational therapist, hearing visual impairment team, ASD Outreach etc.</p> <p>Access arrangements for examinations applied e.g. extra time</p>

Social, Emotional and Mental Health

Wave 1 – Universal Provision for all learners	Wave 2 – Targeted interventions and support for some learners	Wave 3 – Specialised support for a few learners
<p>High Quality Teaching – see Education Endowment Foundation 5 A Day strategies and Summary of recommendations for teaching SED in mainstream schools.</p> <p>Policies to include Behaviour, Anti-bullying, Safeguarding and e-safety.</p> <p>PSHE planned lessons</p> <p>Whole school assemblies</p> <p>Visual reward systems</p> <p>Individual reward system & behaviour logs</p> <p>Praise and high expectations</p> <p>Class Monitors, School council</p> <p>Restorative Justice</p> <p>Safe space areas provided for pupils that require them</p> <p>Supervised break and lunch</p> <p>Student leadership opportunities</p> <p>Report cards, including positive report cards</p> <p>Pastoral support manager and tutor</p>	<p>Small group interventions (social skills & self-esteem)</p> <p>Additional support at playtime (break time and lunchtime clubs)</p> <p>Transition support</p> <p>Monitoring by form tutor/small school team</p> <p>Prompt and reminder cards, checklists</p> <p>Timers, fiddle objects and stress relievers</p> <p>Time out card</p> <p>Breakfast and break/lunch clubs</p>	<p>Counselling in school</p> <p>Mentoring delivered by learning support assistants and small school teams</p> <p>Sensory therapy</p> <p>Referrals made to Early Help and CAMHS</p> <p>Alternative provision intervention in place for pupils at risk of permanent exclusion</p> <p>Involvement of external agencies</p>

Transition from KS2 to KS3

Wave 1 – Universal Provision for all learners	Wave 2 – Targeted interventions and support for some learners	Wave 3 – Personalised support for a few learners
<p>Open events for prospective parents/carers</p> <p>Information evening in module 6 for new parents/carers</p> <p>Transition/induction day in module 6 for all pupils moving to The Hayesbrook Academy</p> <p>Primary visits by academy staff</p> <p>Exchange of data via Lilac form and phone calls</p> <p>Transition workshops in module 6</p>	<p>Additional visits to the academy on request</p> <p>SENCo attends the primary SEND transition day (if applicable) to receive additional Information</p> <p>STLS Transition event and ASD Transition event</p>	<p>Additional SENCo visits to primary school for students with EHCPs</p> <p>Additional visits to the academy for students with EHCPs</p> <p>Family learning events in small groups</p>