

SEND Provision at The Leigh Academy Tonbridge

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 adaptive teaching – see KCC’s Mainstream Core Standards</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>Pre-teaching of vocabulary and concepts</p> <p>Collaborative and self-assessment</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>Opportunities for over-learning in class and via Google Classroom</p> <p>Homework club for students with SEND to support with learning and executive function</p>	<p>Additional support to address lack of progress/barriers to learning, and to identify and monitor interventions</p> <p>In-class learning mentor support (deployed with a priority in English, Maths, Science and Spanish)</p> <p>Group/ individual guided reading with class teacher or learning mentor</p> <p>Targeted interventions for literacy</p> <p>Additional use of visual and practical resources</p>	<p>Involvement of outside agencies: Specialist Teaching and Learning Service (STLS), Speech & Language Therapy (SaLT), Kent Educational Psychology Service (KEPS), Children and Adolescent Mental Health Team (CAMHS)</p> <p>Specialist interventions (one-to-one or small group support)</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 adaptive teaching – see KCC's Mainstream Core Standards</p> <p>Structured, predictable academy and class routines</p> <p>Peer support and seating plans</p> <p>Use of ICT: whiteboards, Chromebooks, visualisers, Read & Write software</p> <p>Breakfast and break/lunch clubs</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>Involvement of outside agencies: Specialist Teaching and Learning Service (STLS), Speech & Language Therapy (SaLT), Kent Educational Psychology Service (KEPS), Children and Adolescent Mental Health Team (CAMHS)</p> <p>Specialist interventions (one-to-one or small group support)</p> <p>Individual social stories to teach specific social skills</p>

Sensory and / or 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 adaptive teaching – see KCC's Mainstream Core Standards</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>Breakfast and break/lunch clubs</p>	<p>Use of specialist equipment:</p> <ul style="list-style-type: none"> → Pencil grips → Wobble cushions → Sloping boards for desks → Fidget kits → Magnifiers → Sensory box <p>Gross motor skills programmes</p> <p>Fine motor skills programmes</p> <p>Staff follow recommendations from medical team/community nurse team</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, hearing visual impairment team, ASC Outreach etc.</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 adaptive teaching – see KCC’s Mainstream Core Standards</p> <p>Policies to include Behaviour, Anti-bullying, Safeguarding and e-safety.</p> <p>Whole school assemblies to address key issues</p> <p>Visual reward systems</p> <p>Individual reward system & behaviour logs</p> <p>Praise and high expectations</p> <p>Restorative Justice</p> <p>Safe space areas provided for pupils that require them</p> <p>Student leadership opportunities</p> <p>Report cards, including positive report cards</p> <p>Zones of Regulation whole-school approach</p>	<p>Small group interventions (emotional regulation, CBT-based programmes for anger and anxiety)</p> <p>Mentoring delivered by learning mentors and small school teams</p> <p>Structured support at break and lunchtime</p> <p>Monitoring by form tutor/small school team</p> <p>Prompt and reminder cards, checklists</p> <p>Support from therapy dog</p>	<p>Counselling in school</p> <p>Emotional Wellbeing Team CBT interventions (group and 1:1)</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 Leigh Academy Tonbridge</p> <p>Primary visits by academy staff</p> <p>Exchange of data and information with primary schools</p> <p>Transition workshops in module 6</p>	<p>Additional visits to the academy on request</p> <p>STLS Transition event and ASC transition support</p>	<p>Additional SENDCo 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>

Interventions at Leigh Academy Tonbridge

Cognition and Learning	Communication and Interaction	Sensory and/or Physical	Social, Emotional and Mental Health
<p>Reading Fluency and Comprehension</p> <p>Paired reading or reading with an adult</p> <p>Individualised numeracy interventions with HTLA</p> <p>Toe-by-Toe → Phonics development</p> <p>Individualised interventions to support with: → Working memory → Executive functioning (organisation and concentration) → Spelling → Tier 1 and Tier 2 vocabulary → Pre-teaching Tier 3 vocabulary → Phonics</p>	<p><i>Language for Thinking or Language for Behaviour and Emotions</i> → Emotional literacy and social use of language</p> <p><i>Talkabout / Talkabout: Theory of Mind</i> → Social skills, friendships, verbal and non-verbal behaviours, self awareness and self-esteem</p> <p>Secondary Language Link → Speech, language and communication support</p> <p>Lego Therapy → Turn-taking and following instructions</p> <p>Social stories → Ad-hoc support for situation-specific social understanding</p> <p>Comic strip conversations → Ad-hoc support to support interpersonal communication using in response to specific events</p>	<p><i>Speed Up!</i> → Handwriting support</p> <p><i>Clever Hands</i> → Fine Motor Skills</p> <p><i>BBC Dancemat</i> → Touch-typing support</p>	<p>Zones of Regulation → Emotional regulation</p> <p><i>Starving the Anger Gremlin or Anger Management with Children</i> → Structured support for anger management</p> <p><i>Starving the Anxiety Gremlin</i> → Structured support for anxiety</p> <p>Ideal Self → Self-esteem support</p> <p>Place2Talk drop-ins or formal Place2Be counselling</p>