

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>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 related to SEND/barriers to learning, and to identify and monitor interventions</p> <p>In-class teaching assistant support (deployed with a priority in English, Maths, Science and Spanish)</p> <p>Targeted interventions for literacy</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>

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)</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>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>Gross motor skills programmes</p> <p>Fine motor skills programmes</p> <p>Staff follow recommendations from medical team/community nurse team</p> <p>Break/lunch clubs</p> <p>Soft landing in the mornings</p> <p>Access to sensory room</p>	<p>Targeted work from Occupational Therapy, Physiotherapy, Outreach Team & School Nurse Team, Physical and Sensory Support Services (P.S.S.S)</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>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>Soft landing in the mornings</p> <p>Monitoring by form tutor/small school team</p> <p>Prompt and reminder cards, checklists</p> <p>Support from therapy dog</p>	<p>NHS 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>

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>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>Individual social stories to support with specific situations (e.g. transitions, events etc.)</p> <p>Comic-strip conversations to support specific social skills</p> <p>Break/lunch clubs</p> <p>Soft landing in the mornings</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>

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>Additional visits to the academy on request</p> <p>Additional SEMH 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 including, where appropriate, attendance at Y6 Annual Review</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><i>Toe-by-Toe</i> → Phonics development</p> <p>Individualised interventions to support with:</p> <ul style="list-style-type: none"> → Working memory → Executive functioning (organisation and concentration) → Spelling → Tier 1 and Tier 2 vocabulary → Pre-teaching Tier 3 vocabulary → Phonics → Numeracy <p><i>Maths for Life</i> → Practical real-world application of maths</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>→ Understanding others' perspectives</p> <p><i>Secondary Language Link</i> → 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>Interoception Curriculum</i> → Self-regulation</p>	<p><i>Zones of Regulation</i> → 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><i>Ideal Self</i> → Self-esteem support</p>