



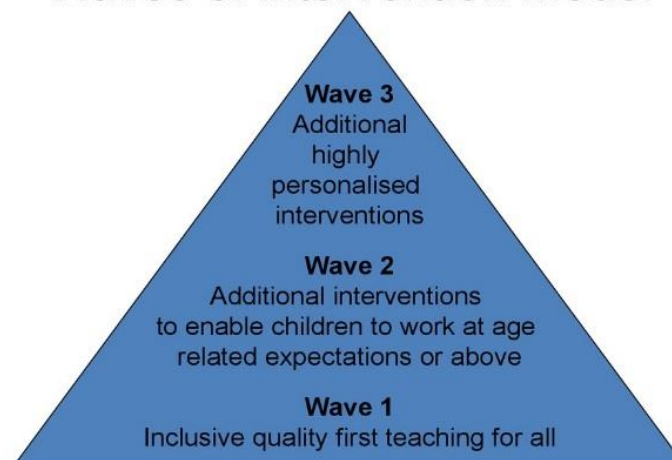
The King's School SEND Offer

	Whole school setting response. Universal Quality First teaching Wave 1	Targeted support for individuals or small groups. Wave 2	Specialised individual support Wave 3
Curriculum	<ul style="list-style-type: none"> • Access to a differentiated curriculum access to differentiated resources to support a mainstream curriculum • Support from whole school behaviour and pastoral systems and policies Access to a variety of options choices at KS4 • Access to a wide variety of extra-curricular and enrichment activities • Access to SEN hub within SEN when appropriate • Access to additional booster sessions Regular data collection and analysis to identify early underachieving subgroups and individuals • Continuous tracking and monitoring to identify underachievement • DEAR • Form Time Reading for pleasure • KS4 assertive mentoring • Lexia 	<ul style="list-style-type: none"> • Small class provision with differentiated/alternative curriculum model • Literacy intervention on 1-1 or small group basis for students falling below reading age 9.5 • Social skills interventions at Key stage 3/4 where appropriate • Anger management interventions (Escape from Exclusion and Behaviour Toolkit) • Additional small group teaching for Maths and English • Additional taster sessions for college and offsite provision/learning • Maths intervention • English intervention • One Page Pupil Profile 	<ul style="list-style-type: none"> • TSA allocated where appropriate and funding allows dependant on need and resources available • Access to specialised equipment to support individual learning in consultation with appropriate external services • Access to appropriate external services and agencies
Support (Achievement, emotional and Physical) and wellbeing	<ul style="list-style-type: none"> • Allocated KS4 mentor from year 11 • Continued support through the pastoral system and Year Leader structure including allocated form tutor • Mentors available in KS4 with aim to promote achievement and progress 	<ul style="list-style-type: none"> • Access to mentor where deemed appropriate • Additional transition morning for vulnerable students 	<ul style="list-style-type: none"> • Access to external services and support through individual referrals as appropriate • Allocated KS3 mentor where appropriate • Allocated transition mentor



	<ul style="list-style-type: none"> • Peer support • Extensive programme of PSHCE/ British values 	<ul style="list-style-type: none"> • Early transition activities for students where there are identified additional needs including 1 to 1 visits where appropriate 	<ul style="list-style-type: none"> • Access to Child Protection Officer to facilitate CAFs and CIN where appropriate
Teaching Approaches	<ul style="list-style-type: none"> • All teaching staff, and selected support staff, to receive training for inclusion through CPD • All staff have access to Teaching and Learning focus groups to assist with resources and differentiation • ITT students to have dedicated inclusion, literacy and differentiation training 	<ul style="list-style-type: none"> • TSAs to receive a programme of training throughout the year to promote independence and teamwork with individual students 	<ul style="list-style-type: none"> • Support within the classroom environment through the use of TSA • Support from SEND resources for individual lessons, with a priority on English and Maths

Waves of intervention model





Wakefield graduated approach to meeting needs – Assess->Plan->Do->Review

Learner Profile	Supporting me to Learn	My Support Plan	Education Health and Care Plan	Review
<ul style="list-style-type: none"> • Basic Communication • Student view- What I want you to know • Academic Levels • If / then 	<ul style="list-style-type: none"> • Assess, plan, do, review • Short term interventions & targets • Student view - How I want you to help • Advice from outside agencies • Links to other plans - CAF, CIN,CP, LAC, PEP • Local offer - universal, targeted, specific 	<ul style="list-style-type: none"> • Student / parent view - Detailed story • Aspirations and outcomes • Health and Care information • Developing information and PfA planning • Summary of outside agencies 	<ul style="list-style-type: none"> • Specified and quantified provision • Additional / different resources • Placement • Funding 	<ul style="list-style-type: none"> • Before: • Student voice • Parent view • Evidence of what's been done • Review of changes • During: • What's working • What's not working • What needs to be different • After • Track changes to the document • Appendix 2 • Attach all documents in graduated approach