

Our school motto is Respect, Learn, Aspire, Achieve. Our aim is to create an inclusive environment where all members are valued and able to flourish and achieve their potential. This document sets out the provision we make for students, from our whole school ethos to specific interventions for individual students with specific, high level needs.

<b>Wave 1 Universal Provision describes the high-quality everyday offer for all students. Teaching is based on clear objectives, shared with students, and uses lively, interactive teaching styles and multisensory techniques. These approaches are the best way to minimise, from the outset, the number of students who require additional support to make progress.</b>			
<b>Cognition and Learning</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
<p>Assessment of cognitive potential using Lucid.</p> <p>Quality First Teaching and feedback from staff to support progress.</p> <p>Differentiated curriculum planning to extend and support students' learning needs, with literacy and numeracy skills taught across the curriculum.</p> <p>Staff trained to accommodate the needs of students with learning needs.</p> <p>Multisensory approach to teaching and learning.</p> <p>Access to IT resources.</p> <p>Learning Resource Centre open from 3pm- 4.30pm daily, for Homework Club.</p> <p>On-line learning opportunities in school and at home eg My Maths, Linguascope and</p> <p>Celebration of effort, progress, effort and achievement.</p> <p>Progress leads for Academic Progress.</p>	<p>Quality First Teaching and feedback from staff to support progress.</p> <p>Differentiated curriculum planning to extend and support students' language skills, with speaking, listening and communication skills taught across the curriculum.</p> <p>Staff trained to accommodate the needs of students with language needs.</p>	<p>A safe, learning environment with disabled access to most areas and risk assessments when necessary.</p> <p>Qualified first aiders and staff trained to use equipment such as epipens.</p> <p>Staff awareness of the learning needs of students with disabilities or medical conditions eg hearing impairment, diabetes and epilepsy.</p> <p>Support for Visual Impairment eg VI-friendly lighting in all classrooms, text enlargement, coloured overlays.</p> <p>Flexible timetables and teaching arrangements.</p>	<p>Assessment of attitude to learning (PASS).</p> <p>A safe, learning environment with clear expectations for behaviour founded on respect for all.</p> <p>Specialist teaching regarding well-being, including PSHE lessons, and assemblies eg revision strategies, anti-bullying, e-safety.</p> <p>Staff trained to accommodate students with SEMH needs using positive behaviour management strategies.</p> <p>Pastoral Support System, starting with tutors and House Pastoral Lead and Transition Lead.</p> <p>Student responsibility including School Council, House Captains, Prefects, Peer Supporters and Anti-bullying Ambassadors, Well-being ambassadors</p> <p>Transition support from Yr6 to Yr7.</p> <p>Advice about Further Education and employment with training.</p>

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Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
			An extensive extra-curricular programme.

**Wave 2 Targeted Provision describes additional small-group or short term interventions for students to support them to overcome learning barriers.**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg modified worksheets.</p> <p>Small group or individual withdrawal interventions for learning needs, eg literacy teaching and Key Stage 3 booster groups in English and Maths.</p> <p>Book Buddies Reading scheme.</p> <p>Different ways to record work eg Neos.</p> <p>Exam access arrangements.</p> <p>Gifted and Talented Support.</p> <p>External agency involvement including Educational Psychology, Learning and Language Support, ASD Outreach Service, REMA Service Support for students for whom English is a second language.</p>	<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg pre teaching vocab, simplified language.</p> <p>Small group or individual withdrawal intervention for speech and language needs.</p> <p>Different ways to record work eg Neos.</p> <p>Exam access arrangements.</p> <p>External Agency involvement by Speech and Language Therapy Service, Learning and Language Support, ASD Outreach Service, Educational Psychology.</p>	<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg specific seating arrangements, pass to move between classes when corridors are quiet.</p> <p>Risk management assessments.</p> <p>Individual interventions for development of fine and gross motor skills.</p> <p>Adapted equipment eg pencil grips, coloured overlays, Neos, fidget gadgets.</p> <p>Exam access arrangements.</p> <p>External agency involvement including Occupational and Physio Therapy, Specialist Health Agencies, Physical and Sensory Support Service Health, including Visual and Hearing Impairment Services.</p>	<p>Further modified curriculum and differentiated teaching accommodating students' SEMH needs eg 'time out' cards, LS Pass, additional prompts to refocus, modified rewards and sanctions.</p> <p>Risk management assessments.</p> <p>Breakfast Club, lunchtime groups or 'quiet places'.</p> <p>Emotional Literacy Support Assistant, including Drawing and talking therapy.</p> <p>Behaviour and Social Skills mentors offering 1:1 and small group support.</p> <p>ASD mentor and 'social stories'.</p> <p>Transition support.</p> <p>Short term interventions eg Vision Project, YES, YES+, Short Stay School Placements, Jamie's Farm.</p> <p>Alternative Provision for some Key Stage 4 students.</p> <p>Exam access arrangements.</p>

<b>Wave 2 Targeted Provision describes additional small-group or short term interventions for students to support them to overcome learning barriers.</b>			
<b>Cognition and Learning</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
			External agency involvement including CAMHS, Paediatric Behaviour, Behaviour Support Service, Educational Psychology, ASD Outreach, Social Services, Home school link worker..

<b>Wave 3 Specialist Provision describes interventions for students who need more intensive, individualised support and who often have a Statement of SEN or an Education, Health and Care Plan in place.</b>			
<b>Cognition and Learning</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
Student-centred Personal Profile identifying interests, skills, needs and support. Named 'link' member of staff. Flexible, personalised curriculum and timetable. Individualised differentiation with targeted in-class support. Precision teaching.	Student-centred Personal Profile identifying interests, skills, needs and support. Named 'link' member of staff. Flexible, personalised curriculum and timetable. Individualised differentiation with targeted in-class support. Precision teaching.	Student-centred Personal Profile identifying interests, skills, needs and support. Named 'link' member of staff. Flexible, personalised curriculum and timetable. Individualised differentiation with targeted in-class support. Precision teaching.	Student-centred Personal Profile identifying interests, skills, needs and support. Named 'link' member of staff. Flexible, personalised curriculum and timetable. Individualised differentiation with targeted in-class support. Precision teaching.