



Wymondham High SEND School Offer 2020-2021

Wymondham High Academy operates a graduated approach to SEND provision and is committed to the provision of 'quality first' classroom provision for all students. Where students are demonstrating below average attainment, or otherwise identified by the school as requiring additional support, access to a number of intervention programmes may be provided.

All students, irrespective of diagnosed or formally identified SEND, have access to the school's programmes of intervention – and all students who are identified as requiring access to intervention programmes are added to the school's Intervention List. The provision of targeted and bespoke packages of intervention therefore form part of the school's method of identifying students with SEND.

Intervention Programmes

Catch-Up Literacy

Literacy Attainment - KS3

Catch-Up Literacy is a structured one-to-one literacy intervention available to students demonstrating significantly below or below average attainment in reading. It is delivered on an individual basis, twice weekly, for either the duration of one term or one half-term. Teaching Assistants leading Catch-Up Literacy have received Catch-Up Training. The delivery of the programme is supported by Specialist Teachers, who provide additional oversight and support.

Individual, 2x weekly. Students demonstrating below average attainment in reading. Years 7-9.

Catch-Up Numeracy

Numeracy Attainment - KS3

Catch-Up Numeracy is a structured one-to-one numeracy intervention available to students demonstrating significantly below or below average attainment in Mathematics. It is delivered on an individual basis, twice weekly, for either the duration of one term or one half-term. Teaching Assistants leading Catch-Up Numeracy have received Catch-Up Training. The delivery of the programme is supported by Specialist Teachers, who provide additional oversight and support.

Individual, 2x weekly. Students demonstrating below average attainment in numeracy. Year 7.

Dedicated Equipment Loans

Sensory and/or Physical Needs – Ks3 and Ks4

The SEND Department have a small number of Google Chrome Netbooks and Linx Tablets available to students experiencing identified difficulties with the production of handwriting. Chrome Netbooks are loaned to students at Key Stage 4. There are a small number of netbooks available to identified students at Key Stage Three. Additional specialist equipment, such as writing slopes; specialist seating; Tangle

Toys; and pen grips, are made available to students as necessary and dependent upon identified or presenting need. Students are able to collect dedicated equipment from the Intervention Room at the start of the school day and return it at the end of the school day.

Individual, bespoke. Students demonstrating below average attainment in pace and/or production of handwriting. All year groups – priority loans to Years 10 and 11.

In-Class Support

Academic Support within the Classroom KS3 and KS4

The SEND Team is comprised of three full-time Learning Co-Ordinators and seven full-time Teaching Assistants. Both Learning Co-Ordinators and Teaching Assistants are responsible for the provision of time-limited interventions, in addition to being responsible for the provision of in-class support. Individual or small-group interventions are timetabled for 72 hours across the two week timetable and all Teaching Assistants have one hour of 'Department Support Time' in which they are available to support teaching staff with subject-specific resourcing for SEND students. The remaining hours of available Teaching Assistant time is spent within classrooms, providing whole-class, small-group and/or individual support as directed by the classroom teacher.

Teaching Assistants are deployed according to subject specialisms to enhance learning for students. In the small number of exceptional cases in which students require individual support to be deployed throughout the school day, every care is taken to ensure that student independence is promoted at every opportunity – and a small group of Teaching Assistants may be deployed to assist that individual across the school day.

Teaching Assistants at Wymondham High have regular access to Specialist Input, guidance and training opportunities.

Bespoke, dependent on student need. All years.

Producing a Cursive Script / Touch Typing Tuition

Literacy Attainment/Sensory and/or Physical – All years

Handwriting and touch-typing tuition is available to students experiencing identified difficulties with the production of handwriting. Tuition is offered across the course of the academic year on a rotational basis and takes place during morning registration. Handwriting tuition employs Seyes-ruled notebooks to support the development of a cursive script, while touch-typing tuition is undertaken using Kaz to facilitate an alternative method of expressing ideas and producing written responses. Delivery of intervention is supported by an Occupational Therapist working with the Children's Education and Psychology Practice (CEPP).

Small-group, Wednesdays 3pm-4pm. Students demonstrating below average attainment in pace/production of handwriting. All years.

Lexia Strategies

Literacy Attainment - KS3

Lexia Strategies is a personalised and technology-based programme which contains an embedded assessment system that is used to report on student progress. It is available to students demonstrating below average attainment in literacy. Lexia groups are supervised by Teaching Assistants holding Level 3 qualifications in Supporting students with Specific Literacy Difficulties and take place four days a week, on a rotational basis. Students who are identified for Lexia Strategies intervention receive rotational support throughout the academic year.

Small-group, four days a week, on rotational basis throughout the academic year. Students demonstrating below average attainment in literacy. Years 7-9.

Mentoring

Social, Emotional and Social Communication – Ks3 and Ks4

Teaching Assistants provide mentoring for identified students on one morning per week, during morning registration and throughout the course of the academic year. Students who are identified may experience difficulties with social interaction and communication; difficulties with organisation; and/or difficulties with independent life skills. Where students are timetabled to receive other intervention during morning registration, mentors arrange to meet students briefly during unstructured times or at the end of the school day. Mentoring booklets and visual scales are used to identify specific areas of focus and an assertive and solution-focused approach is employed in order to promote and encourage student independence. Training is provided annually by the Children's Education and Psychology Practice (CEPP).

Individual, 1x weekly during morning registration. Students with identified needs in one or more areas of SEND, requiring additional support with development of organisational/developmental skills.



Motor Skills United

Social, Emotional and Social Communication – All Years

Motor Skills United is a programme designed by Occupational Therapists and can be tailored to the needs of individuals. It is designed to support development of fine and gross motor skills. Identified students are invited to participate in six one-hour sessions which take place between 3pm and 4pm on Wednesday afternoons. Delivery of the programme is supported by an Occupational Therapist working with the Children's Education and Psychology Practice (CEPP).

Small Group, 1x weekly. Students demonstrating below average skills in relation to co-ordination. All years.

Social Skills Groups

Social Communication and Interaction – Ks3 and Ks4

Social Skills groups are designed to support students with the development of metacognitive strategies that can be employed in social situations. The SEND Department runs two weekly groups throughout the course of the academic year. One group focuses on the needs of students who may struggle with the 'unwritten rules' of social interaction; the other group focuses on the needs of students who may understand social 'rules' but who may struggle to adhere to them or to independently regulate emotions.

Each group meets for one hour per week for a total of six weeks. A graduated response is also applied – in that identified students may attend more than one group during the course of the academic year. Social Skills groups are led by a Teaching Assistant holding a Level 3 qualification in Supporting Learners with Social Communication Difficulties. Group activities and oversight are provided by an Educational Psychologist and Assistant Educational Psychologist working with the Children's Education and Psychology Practice (CEPP).

Small Group, 1x weekly. Students identified as experiencing social/communication difficulties and/or students identified as experiencing specific difficulties in regard to emotional regulation. All years.

Sound Discovery

Literacy – Ks3

Sound Discovery is a structured synthetic phonics programme designed to improve student knowledge of phoneme-grapheme correspondences. It is delivered individually and daily for the duration of one half-term. Students who are identified demonstrate significantly below average attainment in literacy. Sound Discovery is delivered by Teaching Assistants who have attended Sound Discovery training courses and who hold a Level 3 qualification in Supporting Learners with Specific Learning Difficulties (Dyslexia). Oversight and support is provided by Specialist Teachers and staff working with CEPP.

Individual, Daily, one half-term. Students identified with significantly below average attainment in spelling. Years 7-9.

Speech and Language

Communication and Interaction – Ks3 and Ks4

Speech and Language intervention is delivered twice weekly and led by a Teaching Assistant with a Level 3 ELKLAN qualification. Bespoke programmes are overseen by a Speech and Language Therapist working with CEPP, who undertakes a short initial assessment of identified students prior to the construction of a bespoke package of support.

Individual and/or Small Group, Variable sessions dependent upon need. Students identified with below average attainment in relation to language skills. All years.

Supervised Study

Academic Support and Tuition – Ks3 and 4

Supervised study is provided to identified students in small groups throughout the academic year. Group work focuses on the development of metacognitive skills and strategies that can be employed in order to develop independent study. Identified students are invited to a maximum of six one hour sessions over the course of one academic year. Supervised Study sessions take place between 3pm and 4pm each Monday. At Ks3, the focus of tuition is on the organisation of homework. At Ks4, the focus of tuition is on the organisation of revision and preparation for examinations.

Individual and/or Small Group, 6x 1 hour sessions. Identified students across all areas of SEND. Thursdays, 3-4pm.

Travel Independence Across the Nation (TITAN)

Life Skills and Independent Living – Ks3 and Ks4

TITAN is an independent life skills course focused on developing the ability of identified students to travel safely. Students identified for TITAN will be invited to attend a specified number of after-school sessions, scheduled to take place on a Thursday. As part of the course, students will develop the ability

to travel to and from Norwich independently; short trips therefore involve some limited curriculum time. At Ks3, the focus is on safe travel in and around Wymondham – including road safety and awareness. At Ks4, the focus is on independent travel in preparation for Post-16 education and independent adulthood.

Small Group - 1 hour sessions. Students identified as requiring Life Skills provision. Mondays 3-4pm. All years.

Additional Support

Wymondham High Academy contracts outside agency support from the Children's Education and Psychology Practice (CEPP), who provide specialist support, training and development opportunities for school staff; access to specialists for school students; and oversight of the school's intervention programmes. SEND staff meet with CEPP staff on a termly basis, in order to plan appropriate provision and support for identified students.

Student Referrals

Provision of access to appropriate professionals – Ks3, Ks4 and Ks5

Where a student is identified as requiring further professional input, school staff may complete referrals to CEPP as part of the school's graduated approach to the identification of SEND. The school ensures that access is provided to Educational Psychologists; Clinical Psychologists; Speech and Language Therapists; and Occupational Therapists – as part of the school's SEND offer and in line with its policy. Where access cannot be provided as part of the school's core offer for all students, parents may be sign-posted to alternative providers.

All years, as part of a graduated approach to SEND and in line with the school's policy.

Bespoke Specialist Tuition for Students

Provision of access to appropriate professionals – Ks3 and Ks4.

The school's Director of Learning Support and Assistant Director of Learning Support may also offer and provide specialist tuition for students with Specific Learning Difficulties. Tuition may be offered on a small-group or individual basis. The Specialist Teachers on the staff are supplemented by the provision of access to small-group specialist teaching contracted via CEPP. Small-group work focuses on the provision of access to explicit teaching of metacognitive strategies for learning spelling at Ks3 and explicit teaching of metacognitive revision strategies at Ks4.

Small group and/or individual. Students identified as experiencing Specific Learning Difficulties (Dyslexia) and demonstrating below average attainment in literacy. Six one hour sessions over the course of one half-term.

Wellbeing Interventions

Provision of access to appropriate professionals – Ks3 and Ks4.

The school's Wellbeing Team provide access to structured programmes of intervention, in addition to individual and bespoke support for students. Workshops focus on anger management, self-esteem and resilience. The Wellbeing Centre are supported in the development of workshops by an Assistant Educational Psychologist working with the Children's Education and Psychology Practice (CEPP)

Small group and/or individual. Six one hour sessions over the course of one half-term. All years.