

Intent, Implementation, Impact
Mainstream SEND



<u>Intervention/ Strategy</u>	<u>Target Group</u>	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
The Lead Teacher for SEND and Inclusion role	Mainstream students.	<p>The Lead Teacher for SEND and Inclusion role is focused on improving outcomes for those with SEND in the mainstream by:</p> <ul style="list-style-type: none"> • Ensuring QFT is embedded across the college • Ensuring that classroom environments, resources and teaching strategies are fully inclusive • Analysing trends in data and challenging staff as appropriate to improve the data picture • Supporting mainstream SEND students to achieve their potential 	<p>Liaising with the Senior Teacher for Inclusion to evaluate the effectiveness of inclusive teaching strategies in place. Ensuring that any areas for development are addressed with staff either 1-2-1 or through staff training. Adhering to the college's SEND Policy to make sure all children on the SEND register are receiving an educational experience targeted to their needs. Liaising with parents to build strong home-school relationships. Completing staff, student and parent voice. Providing specialist support for teachers and support staff in the college so they can help children with SEND achieve the best progress possible. Providing specific learning and extra-curricular opportunities for SEND learners to ensure they are receiving a broad and balanced curriculum.</p>	<p>Inclusive classroom strategies are starting to be embedded across the curriculum.</p> <p>Announcements and awards are given in briefings to raise the profile of SEND in the college.</p>
Assessment and Intervention Lead role	All students across the college	To ensure accurate identification of needs in students and develop strategies to support students in overcoming barriers to learning.	<p>The Assessment and Intervention Lead, works with a wide range of students displaying difficulties which range across the 4 areas of need. Work is conducted on a 1:1 basis, small group, classroom observation and meeting support basis. The role allows for more in depth teachers who teach meetings to take place.</p>	<p>Increase in teachers who teach meetings.</p> <p>Development of individual strategies and intervention programmes for students.</p> <p>There has been a significant increase in identifying students with specific literacy difficulties.</p> <p>Teachers who teach meetings to support with removing barriers for students and provide a consistent approach in doing so for individual students.</p>
Mentoring for SEND students	All students on the SEND register	To ensure that students without Inclusion Support in lessons still have a designated member of staff that they can go to with concerns. To ensure that students have a meeting with a	<p>Students meet with their mentor every fortnight and are taken from non-core subjects to complete interventions. Students use the time to discuss their academic progress and wellbeing so</p>	<p>Students have reported higher rates of satisfaction with the college and specifically how they are supported with their SEND needs. Behaviour can be more closely managed and</p>

		member of Inclusion staff to raise any concerns or worries.	any issues can be nipped in the bud before they escalate. The mentor acts as a liaison between the student and members of staff to ensure that all staff are able to best support students with SEND.	supported. Underperformance can be effectively address and challenged.
Quality First Teaching	All students (not only SEND students)	All students in the school benefit from Quality First Teaching, teaching that is focused on students' areas of development and encourages them to make maximum progress. QFT is characterised by effective AFL (including questioning); good classroom routines; teachers with sound subject knowledge and good relationships between teacher and student.	Teachers receive regular training on QFT (from the Inclusion and Teaching and Learning Teams. QFT is often a focus of learning walks across the college, and feedback is given to individual teachers and faculty leaders regarding how to improve QFT.	QFT benefits all students but especially those with SEND. By ensuring the conditions for learning are consistently good for all students, we can ensure all students are making good progress.
Metacognition	All students (not only SEND students)	There is a close link between memory and processing. This can be particularly difficult for students with SEND needs so the curriculum has been created, in all faculty areas, to promote opportunities for metacognition and developing long term memory skills.	A range of meta-cognition strategies are used across the school, including: <ul style="list-style-type: none"> • Knowledge organisers • Mnemonics • Anchoring • Storyboards • Chunking • Cornell Notes • Planning templates and structures • Frayer models • Word mats 	Metacognition skills are necessary for students to succeed in formal exams. By embedding these skills from Y7, students are well versed in them before sitting their GCSEs. Furthermore, these strategies will benefit them in their post-16 education and wider life; allowing them to be successful, lifelong learners.
Catch- up provision	Mainstream students who are working behind target in a particular curriculum area.	Supporting pupils who have fallen behind in the curriculum. Whilst this does not only benefit SEND students, it is effective in closing a SEND attainment gap where one does exist.	Catch up provision is used when students are falling behind the progress expected of them. In catch up, students are taught by a member of teaching staff in a small group. Although students within catch up lessons cover the same overall topics as those in the main classroom, the work is also targeted to their areas of development; ensuring a fully tailored and individualised learning provision.	There are clear entry and exit procedures for catch-up. When students begin to make expected progress, they are re-integrated into their class. This ensures that interventions are short-term and focused on a wide range of students and their needs.
Pre-learning resources	Mainstream students with dyslexia	Research (Coffield, M et al, 2008) have shown that students with dyslexia benefit from receiving resources with large quantities of text prior to the lesson. In collaboration with the SEND faculty reps, a trial group of students with dyslexia have	Students receive a centralised bank of resources that they can use to prepare for the next term. This has been provided on a purely optional basis so all students will not complete the tasks. The hope is that it will improve attainment and reduce levels	Impact will be assessed at the end of the trial period, however feedback from students and parents has been incredibly positive.

		received a booklet of pre-learning to complete across the half term break and to supplement their learning in class.	of apprehension about the curriculum.	
Exam concessions as usual way of working	All students with exam concessions	To ensure that students are confident with using their exam concessions (e.g. word processor or reading pen) ahead of formal, summative exams. To ensure that all students are equally able to access formal assessments.	Exam concessions can be booked out from the Exams Team. Students are asked in their mentoring meetings if they are receiving their exam concessions and if they are not, the appropriate members of staff are challenged and reminded of the procedure. Exam concessions may include: <ul style="list-style-type: none"> • Rest breaks • Extra time • A reader/reading pen • Taking exams in the small hall • Prompts • A scribe 	Students who are correctly using their exam concessions should perform better in their exams, showing the progress that they have made. Since students have had mentors, more students have received their exam concessions.
Reading Pens	Students entitled to the use of a reading pen in examinations. (typically students with specific learning difficulties)	To develop independence in students and allow for opportunities to use technology to aid their learning.	Targetted students are provided with a reading pen to use as their normal way of working. Students can take these home to use and use in school.	Reading Pens develop student independence and eliminate the reliance on requiring adults to support with their reading.
Differentiated resources	Students on the SEND register, dependent on need.	To ensure that students on the SEND need are able to access their learning without barriers.	Students may receive the following differentiated resources, dependent on the type and level of their need: <ul style="list-style-type: none"> • PowerPoints printed onto coloured paper • Checklists provided of each lesson's tasks • Enlarged resources, with larger font size • Word banks to accompany resources • Simplified vocabulary • Key sub-headings and images to aid comprehension • Reduced information per page 	By altering the way that information is conveyed and not the information itself, students are not having their learning restricted or narrowed. Furthermore, it allows students with a variety of SEND needs to access mainstream classrooms and make progress in line with their neurotypical peers.
Differentiated curriculums	Students in sets 4 or 5 in mainstream lessons.	To ensure that all students can learn the key information of a half term in a way that is accessible and appropriate for them. To ensure that students are taught in a way that best supports their strengths and addresses their weaknesses.	Differentiated, or Additional Needs curriculums, are currently in place in World Affairs, Communications, Mathematics and Science. These curriculums are characterised by containing the same lesson content, however this lesson content is often	As a college, we have noticed an improvement in behaviour, engagement and progress since introducing these pathways. Students are more easily able to articulate their learning and are able to more clearly explain how their learning is

			<p>presented in a more accessible way. This may be through:</p> <ul style="list-style-type: none"> • Videos • Graphic versions of texts where appropriate (especially Communications) • Simpler vocabulary and the use of word banks • Less dense information given • More opportunities for recall and metacognition <p>In some faculty areas, those in sets 4 or 5 will access alternative assessments and homework tasks in Y7 and Y8 to scaffold their journey towards KS4.</p>	<p>sequenced together. Many of these strategies have been filtered into the curriculum for sets 1-3 as they represent high quality pedagogy for all.</p>
Physical strategies	<p>Students on the SEND register, dependent on need.</p>	<p>To ensure that there are no physical impairments to learning within the college and that all students have a 'level playing field' in terms of access to lesson content.</p>	<p>Students can be provided with the following to ensure that they have an equal chance to succeed:</p> <ul style="list-style-type: none"> • Physical adjustments to equipment in practical subjects such as Design and Technology, Science and Music • Overlays in the student's preferred colour • Pencil grips to promote fine motor skills • Sensory toys to provide physical stimulation • A word processor if there are issues with handwriting or motor skills • A reading pen 	<p>Students are less likely to misbehave or become disengaged if their needs are properly catered for. If all students can be on a 'level playing field', then all students can make progress and focus on learning rather than any perceived barriers.</p>
Inclusive PE	<p>Students on the SEND register, dependent on need.</p>	<p>To ensure that students are able to take part on physical exercise regardless of their special, educational need and or disability.</p>	<p>Students are provided with 2 hours per week of Inclusive PE which is delivered by a subject specialist from the Sports Science Team. The delivery follows the curriculum content of mainstream PE with an angle of introducing alternative PE activities for the students. This has included wheelchair basketball events and programmes following consultant/ physiotherapy guidance.</p>	<p>Student participation is higher for students with SEND particularly for students with physical barriers. Students feel happier taking part in their lessons and enjoy exploring new physical activities.</p>
Inclusion support in classrooms	<p>SEND students may receive shared support</p>	<p>Although the Inclusion Assistants may work closely with a particular student,</p>	<p>Inclusion assistants are a fantastic resource because:</p>	<p>Inclusion assistants support progress in the classroom by:</p>

	from a Key Worker (Inclusion Assistant) based on level of need.	they are not solely a 1-2-1 for that student. This means that the Inclusion Assistant will work with a variety of students within the class, supporting them with their learning needs. This ensures that more SEND students can receive targeted support, and allows students to develop their independence whilst still benefitting from a key worker. Our aim is to ensure that students are able to access their learning in the appropriate environment.	<ul style="list-style-type: none"> • They are highly trained, and have undertaken specific training in the areas of need which best apply to their class or focal students • They have great relationships with the students and provide the students with consistency • They form fantastic relationships with parents and carers, bridging the gap between home and school <p>Support is allocated to students with an EHCP/ IPS funding in the first instance, however the Inclusion Assistants will support all students in the lessons they are in, should they require it.</p>	<ul style="list-style-type: none"> • Helping teachers to provide students with exam concessions and support e.g. scribes • Further differentiating learning when students are not understanding content • Working with small groups of students • Running small, targeted interventions e.g. on phonics
Zones of regulation	Students who struggle with emotional regulation (generally students with Communication and Interaction difficulties and/ or Social, Emotional and Mental Health difficulties) ASD SEMH	Zones of regulation framework and curriculum teaches students scaffolded skills towards developing a metacognitive pathway to build awareness of their feelings internal state and utilise a variety of tools and strategies for regulation and overall wellness.	1 hour weekly sessions 1.1 basis The intervention integrates cognitive behavioural therapy and allows students to explore regulation in terms of categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. Students explore strategies such as mindfulness, sensory integration, movement, thinking strategies, wellness and healthy connections with others.	The intervention allows students to build skills in emotional regulation and sensory regulation, executive functioning and social cognition. Students become aware of their feelings and states of alertness, understand how their behaviours affect others and lastly to move toward independent regulation.
Dyslexia Intervention	Students diagnosed with dyslexia	To provide an understanding of the dyslexic brain and how it functions. To identify strengths, difficulties and strategies that best support a dyslexic brain	When a student receives their diagnosis of dyslexia they have the opportunity to help create their SEND overview identifying their strengths and difficulties. During this time strategies and concessions are discussed. Students are provided with the appropriate equipment to meet their needs. Strategies based on research by Dr Helen Ross are shared with students. Subject specific interventions are organised.	Students understand their needs and best ways of learning. Students to become aware of a multi-sensory approach to learning and consider new strategies for the classroom and home. Students to gain confidence in their abilities and outlook to their learning.
Accelerated Reader	All students in Y7 regardless of SEND need and a group of students in Y8 (specifically chosen	AR is a programme designed to monitor student's reading, by both demonstrating their reading ages and also giving them opportunities to	Students access Accelerated Reader in the following ways: <ul style="list-style-type: none"> • Through timetabled Accelerated Reader lessons 	As a result of running Accelerated Reader, we have seen an increase in students' literacy skills and reading ages. We have seen the benefits of

	for those with SEND needs or low reading ages).	complete quizzes on books they have read. AR is one of the strategies used at HTCS to promote a love of reading, with regular celebration events (including prizes and exclusive perks) for those with the best engagement and those who have made the most progress. AR is supplemented by a programme called MyOn which provides students with thousands of books online. MyOn is particularly useful for students with specific learning needs, or those with low reading ages as there are tools built into the software to define key words, change the background colour of text and provide audio for students.	(in place of one English lesson a fortnight) where students are able to read (either independently or to a member of staff) and complete quizzes <ul style="list-style-type: none"> • In a designated form time each week • At home • At Y7 homework club each week 	this across the curriculum, and have also noted an increased love of learning.
Lexia	Targeted groups of students in Y7, dependent on reading age and Speech and Language difficulties.	Lexia is focused on improving students' abilities in 3 areas: grammar and punctuation; spelling and comprehension. Students are withdrawn from non-core subjects to focus specifically on these key literacy skills for 6 weeks before being re-integrated into their class.	Lexia is effective because: <ul style="list-style-type: none"> • The pupils enjoy it. It is structured like a game, you have to bypass levels whilst still maintaining your lives • It has different strands (high, middle and low) and students can access different strands for different skills • Pupils have improved their skills by the end of the programme. 	Lexia has resulted in Y7 students being more able to access mainstream lesson, and keep up with the demands of the curriculum. As such it has improved pupil confidence and engagement as a result of the programme.
Hub Interventions	Students who have been identified as needing extra support in these areas by classroom teacher or AP data.	Hub interventions are staffed by highly trained and qualified HLTAs who are specialised in the area of curriculum that they are delivering. Students attend interventions on a short term basis, before being re-integrated into their mainstream classroom again.	Students can receive the following interventions within the Hub: <ul style="list-style-type: none"> • Handwriting Intervention. Targeted, specific focus on handwriting as a discrete skill that can be used across the curriculum • Guided reading. Students read a book with a member of staff, discussing comprehension, inference and analysis. This works to improve students confidence in literacy • Curriculum intervention (English, Maths and Science), determined by 	Hub interventions are implemented as a result of prior data and thus impact can be measured by progress made at the next Assessment Point. Furthermore, often improvements to other soft skills such as resilience, self-esteem and empathy have been noted, in addition to other cross-curricular skills such as oracy.

			<p>underperformance at the AP point.</p> <ul style="list-style-type: none"> • EAL support • Young Carers support • WRAT testing to identify difficulties 	
Summer School	Incoming Y7 students (2021 starters) and current students with SEND needs.	In line with the government's catch up plan, we have organised a summer school to target our incoming Y7 students and a selection of students who can be classified as vulnerable or have SEND needs. Not all students with SEND will be able to attend due to staffing, so it will be focused on those who are underperforming. The aim of Summer School is to close the attainment gap which has arisen as a result of Covid-19. Furthermore, it is to provide students with cultural, emotional and social experiences that they may have missed out on as a result of the pandemic.	At summer school, students will receive a mixture of academic sessions and pastoral sessions which focus on developing pupils holistically through character education. These pastoral sessions will be 'activity' based and will allow students to develop their social skills and make new friends within the context.	The impact will be measured in September after Summer School. Evidence collated in the EEF Toolkit suggests that this will be a promising and productive endeavour.
Extra-curricular offer	Any interested student	Currently, there is a wide range of extra-curricular clubs on offer to the students at HTCS from sports to drama to chess. From the 2021-2022 academic year, there will also be clubs run by the Inclusion Department to encourage more students with SEND to engage with extra-curricular activities.	Based on student voice conducted, the Inclusion Department (and the relevant faculties) will be running 3 clubs in addition to the range of clubs offered by the school: <ul style="list-style-type: none"> • Inclusive Cooking • Arts and Crafts • Youth Club These will provide students with the opportunities to meet with like-minded peers and find common areas of interest.	The impact will be measured in Autumn term after the commencement of the clubs. Extra-curricular clubs within the college have a good reputation and involve a large proportion of the student population.
Social Skills and Emotional Recognition Sessions	Students who have been identified as those who would benefit.	Social skills and emotional recognition are important skills for building relationships with peers and accessing certain parts of the curriculum (e.g. realistic acting in drama or empathising with characters with English). These sessions intend to help students, typically those with ASD, understand their own emotions and how to navigate tricky social situations.	These sessions, planned and ran by Inclusion Assistants who best know the pupils, focus on scaffolding processes of human interaction- making them easier to understand. Students work on: <ul style="list-style-type: none"> • How to identify their own emotions • How best to react in situations • How to understand the behaviours of others 	Students have reported high levels of satisfaction with the sessions and behavioural incidents, especially peer group issues tend to drop after students attend the sessions. This allows students to feel more closely a member of the school community- a positive factor.

<p>Hydrotherapy</p>	<p>Students who have been identified as those who would benefit (generally for students with Communication and Interaction difficulties and / or physical difficulties)</p>	<p><u>Physical development sessions:</u> Delivery of individual programmes provided by Physiotherapy for certain students with personalised targets.</p> <p><u>Sensory Sessions:</u> As well as developing physical skills, a sensory pool can be used for a wide variety of activities, including colour and shape recognition, cause and effect understanding, tracking and switching skills, as well as social interaction and relaxation.</p>	<p>Small group sessions led by trained Inclusion Assistant. 1 hour per week. Specific programmes to support wheelchair users and Nurture Group students.</p> <p>*physical development sessions *sensory sessions</p>	<p><u>Physical:</u> Impact assessed by physiotherapist</p> <p><u>Sensory:</u> Students are able to be safe in the water. Students will demonstrate increased mobility and communication and interaction between each other will be enhanced. Students will experience all 8 senses and relax in the heated water without fear.</p>
<p>Sensory Diets</p>	<p>Students who have been identified as those who would benefit (generally for students with Communication and Interaction difficulties and / or physical difficulties)</p>	<p>A sensory diet is a group of activities that are specifically scheduled into a students day to assist with attention, arousal and adaptive responses. The activities are chosen for that child's needs based on sensory integration theory. The use of specific types of input; proprioceptive, tactile, visual auditory, vestibular, gustatory, and oral motor are introduced during various times of the day and assist the brain in regulating attention and an appropriate level of arousal. A sensory diet is designed to keep a flow of these neuro-chemicals steady in the brain throughout the day for improved learning.</p>	<p>Specifically scheduled into a students day as and when required. Inclusion Assistant support. Sensory Diets are usually created by Occupational Therapists.</p>	<p>Sensory Diets that have been created by Occupational Therapists are monitored through Occupational Therapy assessments.</p> <p>Students are able to regulate attention and arousal for improved learning.</p>
<p>Emotional Support Sessions</p>	<p>Students who have been referred by a member of staff or parent</p>	<p>Students are unable to learn effectively if they are struggling with their mental health or self-esteem. At High Tunstall, we want all students to have as many protective factors as possible to ensure that they can deal with adversity as it affects them.</p>	<p>We have an Emotional Wellbeing Consultant who works within the school. She can run sessions on:</p> <ul style="list-style-type: none"> • Anxiety • Behaviour • Friendship issues • Self esteem • Self harm • Family issues • Bullying <p>We also have a Bereavement counsellor who can offer sessions for affected students</p>	<p>By supporting students' emotional health, they are more able to engage with their learning. Both services receive very positive reviews from students, who appreciate the additional support.</p>

Social Stories	Students who have been identified as those who would benefit (generally for students with Communication and Interaction difficulties)	Provide a means for staff to consider the perspective of the person with autism and therefore communicate ideas in a more effective way.	They are used as a means of clearly communicating information about a context, skill or concept in a way that is meaningful to someone with autism. Social stories are written and shared on an individual basis as and when required. The social stories are then shared with parents and carers and a copy given to the student.	Information is shared in an accurate, meaningful and safe way which relieves anxiety and supports preparation of changes and transitions for students with ASC. Social Stories can be personalised and written for a range of contexts. They support students to make sense of the world around them.
Comic Strip Conversations	Students who have been identified as those who would benefit (generally for students with Communication and Interaction difficulties)	To provide a simple visual representation of a conversation to show the things that are actually said in a conversation, how people might be feeling and what people's intentions might be. Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.	Comic Strip conversations are written and shared on an individual basis as and when required. The comic strip conversations are then shared with parents and carers and a copy given to the student.	By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand. Comic strip conversations can also offer an insight into how an autistic person perceives a situation.
Lego Therapy	Students who have been identified as those who would benefit (generally for students with Communication and Interaction difficulties)	LEGO® Therapy is an intervention that supports students with communication and interaction difficulties to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving.	6 weekly intervention of 40 minutes per week ran by trained Lego Therapy Lead Teacher. No more than 3 students.	Students will develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. They will apply their skills to a range of circumstances outside of the intervention.
Fine Motor Skills	Students who have been identified as those who would benefit (generally for students with physical difficulties)	To develop students fine motor skills in line with recommendations and individual programmes provided by Occupational Therapy and Physiotherapy.	Intervention delivered in line with recommendations from Occupational Therapy and Physiotherapy. Generally students access fine motor skills activities for 10 minutes a day with support from an Inclusion Assistant.	Impact monitored through Occupational Therapy and Physiotherapy assessments.
Individualised support	Students as and when a need emerges.	At HTCS, we believe that all students are unique and thus if a pupil's needs are not being met, we will work closely with parents and carers to ensure that those needs are met.	In the past, students have received targeted programmes in: <ul style="list-style-type: none"> • Life skills • ASDAN qualifications • Specific skill areas such as baking • Relaxation techniques such as meditation and yoga. 	By being pro-active and responding to the students in front of us, it is possible to give all students the best possible outcomes and route to success.