

SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions
<p>Communication & Interaction</p> <p>(42.5% of SEND Cohort)</p>	<p>Communication and Interaction can encompass a lot of needs and issues that a student may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include:</p> <ul style="list-style-type: none"> - Difficulties understanding and using verbal and non-verbal communication. - Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them. - A reliance on structure and routine in their life. 	<ul style="list-style-type: none"> - Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L Powerpoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - SCPs and Student Snapshots - RAG Timetables 	<ul style="list-style-type: none"> - Lego Therapy - Preparation for Adulthood - Mindful Colouring - SALT(in house) - Weekly Key Adult Check Ins - Homework Club - Lunchtime Club - 1:1 Mentoring - Social Stories - Talkabout for Teenagers - Socially Speaking: Debate & Discussions - Friendship Project - Autism for Girls - Memory Magic - Keyworker Check-in - Inclusion Pass - Use of Inclusion Room 	<ul style="list-style-type: none"> - On Track - Early Help - Rugby Youth for Christ Mentoring - Safeline - Compass - Family Support Worker - Connect 4 Health - Specialist Teaching Service - Speech & Language Therapist from Pepper Therapy & NHS - Educational Psychologist - Neurodevelopmental Referral - Relate - RISE referral - CASS Autism Support

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Cognition & Learning (34.7% of SEND Cohort)	<p>Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations. Specific conditions include:</p> <ul style="list-style-type: none"> - Dyscalculia - Dysgraphia - Dyslexia - Dyspraxia 	<ul style="list-style-type: none"> - Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L Powerpoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - Screeners (dyslexia & numeracy) - SCPs and Student Snapshots - RAG Timetables 	<ul style="list-style-type: none"> - Literacy/ Reading Comp (inc. Lexia) - Literacy Gold - Dyslexia intervention - Maths intervention - Power of 2 - Handwriting - IDL Numeracy & Literacy - Paired Reading - Stareway to Spelling - Touch Type - Times Table Rockstars - Learning to Learn (metacognition) - Memory Magic - Weekly Key Adult Check Ins - Homework Club - Inclusion Pass - Use of Inclusion Room 	<ul style="list-style-type: none"> - Specialist Teaching Service - Educational Psychologist - Speech & Language Therapist - RISE referral

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Sensory & Physical 5.7% of SEND Cohort)	<p>These are:</p> <p>Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.</p> <p>Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery.</p> <p>In educational settings there are a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from.</p> <p>Sensory Processing Difficulties: Children with sensory processing difficulties may be sensory seekers or sensory avoiders.</p>	<ul style="list-style-type: none"> - Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L Powerpoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - SCPs and Student Snapshots - RAG Timetables - Fidget Toys - Coloured Paper - Movement Breaks - Blinds and Lighting - Assistive ICT Equipment 	<ul style="list-style-type: none"> - Sensory Circuits - Sport Mentoring - Use of Sensory Room - Use of Inclusion Room - Weekly Key Adult Check Ins 	<ul style="list-style-type: none"> - Specialist Teaching Service - Educational Psychologist - Speech & Language Therapist - Occupational Therapist - Visual Impairment Team - Specialist Nurse - Connect 4 Health - Hearing Impairment Team

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SEMH (17.1% of SEND Cohort)	<p>Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks.</p> <p>For some children, their emotional needs may impact their learning. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning.</p> <p>Anxiety plays a major role in students with SEMH.</p>	<ul style="list-style-type: none"> - Attendance Report - Form Tutor Report - Form Tutor Mentoring - AHoY Report - HoY Report - Phone Calls Home - Parental Meetings - Departmental Reports & Contact - Round Robin - After-School Clubs - Support Packs - SCPs and Student Snapshots - SEMH Check Ins & Meetings - Student Welfare Officer Support 	<ul style="list-style-type: none"> - Zones of Regulation - Think Good, Feel Good - 1:1 SEMH Mentoring - Nurture Group - Alpacas - Weekly Key Adult Check Ins - Dimensions Toolkit - Anxiety GremIn - Dialectical Behaviour Therapy booklet - The Homumculi Approach to Social & Emotional Wellbeing - IDL Wellbeing - Rise & Thrive - Lunch Club - Homework Club 	<ul style="list-style-type: none"> - Early Help - Victim Support External Agencies - Coventry & Warks MIND - RISE Mental Health Support - Connect 4 Health - Safeline - Compass - Neurodevelopmental referral - RISE referral - Relate - Rugby Youth for Christ - Targeted Youth Worker - Family Support Worker - Guy's Gift Counselling - Specialist Teaching Service - Educational Psychologist - Speech & Language Therapist
Academic & Qualifications	<p>These are alternative qualifications that are implemented to support the progress of all.</p>	<ul style="list-style-type: none"> - Functional English Qualification - Functional Maths Qualification - Functional Science Qualification 	<ul style="list-style-type: none"> - Unit Award Scheme Qualifications 	