

# SEND Provision at King Henry VIII School

## A Parents' Guide



### Co-ordinated & Specialist Learning Support

At King Henry VIII School we aim to ensure that all our pupils feel confident, enjoy learning and reach their full potential. Key principles of support are communication, continuity and care. We aim to meet most needs within the classroom. Pupil support is tailored to meet individual needs and may therefore vary from pupil to pupil. Pupils are involved in the design and delivery of support and parental input is very much encouraged.



KING  
HENRY VIII  
SCHOOL

# MEET THE LEARNING SUPPORT TEAM



**Mrs Claire Brindley**  
CEB@bkhs.org.uk



**Mrs Rachel Webb**  
RJW@bkhs.org.uk



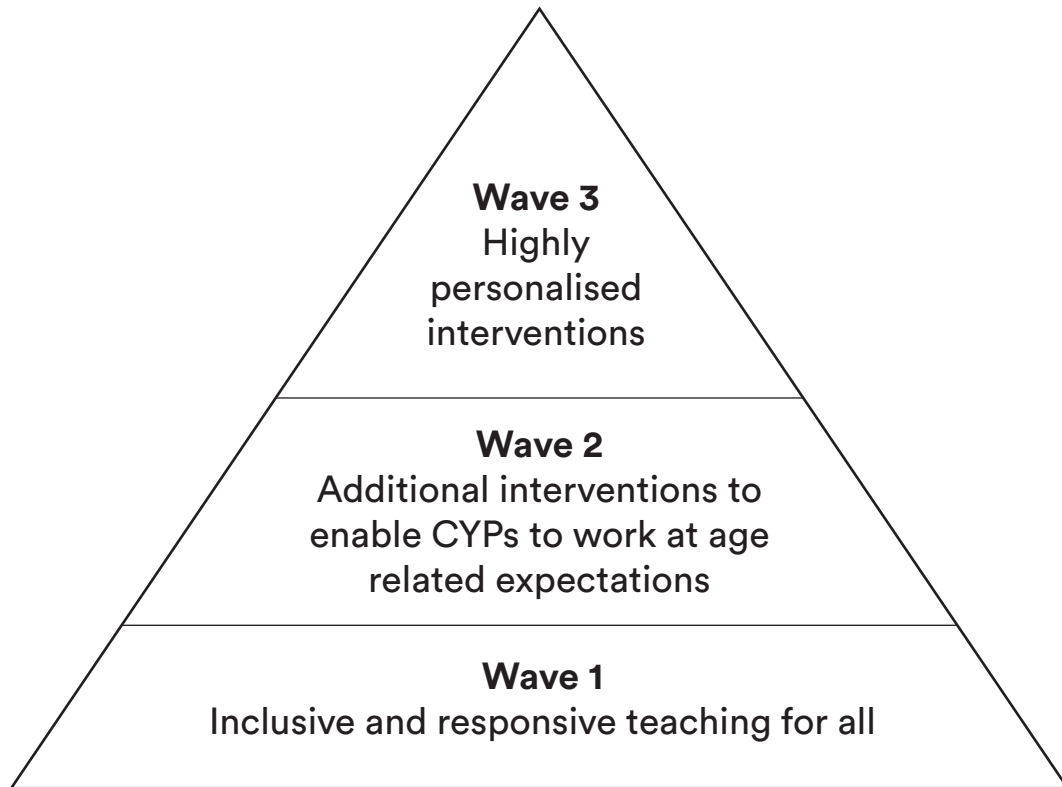
**Miss Sarah French**  
LS Assistant



**Miss Lizzie Hastings**  
LS Assistant

# WAVE 1, 2 AND 3 PROVISION

## Three Waves of Intervention



### Wave 1 Provision

Wave 1: describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

### Wave 2 Provision

Wave 2: is targeted provision for groups and individuals. It describes specific, additional and time-limited interventions over and above what is offered at Wave 1.

### Wave 3 Provision

If Wave 2 has not been successful children at Wave 3 may have particular needs related specifically to maths or literacy or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2.

# WAVES OF INTERVENTION AT KING HENRY VIII SCHOOL

*Possible interventions may include...*

## **WAVE 1 Inclusive and Responsive Teaching**

- Seating plans
- Attendance and punctuality monitored
- Transparent and consistent discipline
- Consistent high standards
- Subject key words identified and revised regularly
- Assessment for learning activities
- Visual, auditory and kinaesthetic ways of learning
- Peer assessment and support
- Tasks clearly outlined and modelled for pupils
- Short, concise instructions
- Consider pace of lesson
- Check level of understanding
- Exam access arrangements if appropriate
- Clear learning objectives and targets
- Clear and explicit links to previous learning
- Extended independent opportunities to learn eg homework
- Developing good working relationships with teaching staff and Teaching assistants so independent learning styles are developed and sustained
- Differentiated approaches to questions, tasks and groups to ensure optimum learning opportunities for students
- Work simplified and extended as appropriate
- Subject specific focus groups
- Support in writing work through verbal discussion or planning techniques
- Coloured overlay

## **WAVE 2 SMALL GROUP INTERVENTION** *(Available for those with additional needs to Wave 1)*

### **Cognition and Learning**

- Tasks modified to take account of literacy or recording difficulties – by class teacher, LSA support in class
- Opportunities for reinforcement and consolidation – literacy and numeracy support clubs, study skills support
- Use of laptop to support learning
- Reduced curriculum
- Teaching assistant support
- Exam access Arrangements
- Whiteboard slides printed off for pupil

### **Communication and Interaction**

- Activities planned to take account of pupil's speech and language difficulties
- Pupils seated with good role models
- Awareness by all staff of particular needs of student
- Regular updating staff of needs and strategies
- Teaching assistant support

### **Social, emotional and mental health support**

- School counsellor
- Support from pastoral teaching assistant

- Peer mentoring
- Quiet area in the Learning Support dept.
- Transition program
- Movement breaks
- Fiddle tool

### **Sensory and physical needs**

- Allow extra time to complete tasks
- Leaving lessons early to avoid rush in corridors
- Monitoring safety in practical lessons and Games
- Modifications to buildings as appropriate
- School nurse available

### **Visually and hearing Impaired Pupils**

- Lesson observations resulting in advice and strategies to pupils and teachers
- Simple classroom modifications
- Liaison with parents
- Break down tasks
- Enlarge texts
- Use different size and style of font
- Support from teaching assistants
- Consider background noise in classroom
- Use of specialist equipment if appropriate

## **WAVE 3** *(More specialist intervention for very high level and specific needs)*

- EHCP students
- Speech and Language support service
- Occupational therapy
- 1:1 Teaching Assistant
- Individual Education Plan
- Adapting space and materials for those with co-ordination difficulties
- Access to technical aids
- CAMHS
- Educational Psychologist recommendations