

**Saracens High School
Grow and Thrive Provision
SEND
2020-2021**

Overview of provision

The Grow and Thrive team (SEND) meets the varied needs of the pupils within our school. The team is formed of SENDCO and SEND teachers, Learning Support Assistants, Learning Mentors and school counsellors. Our vision is based on ensuring all pupils have all opportunities to develop into the best that they can be, both academically and as young people in modern Britain.

We support the needs of our pupils in the following areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or physical needs. Our pupils receive personalised interventions supporting Education Health and Care Plans and additional needs.

We support the needs of our most vulnerable pupils and it is our responsibility to ensure that we take our safeguarding responsibilities very seriously since we are committed to keep all pupils safe.

Pupils receive specialised support in subject areas provided by Learning Support Assistants in class or in small groups. Support is tailored to meet the varied needs of the pupils and progress is checked periodically. Weekly focused Subject Area meetings support the team with CPD to ensure they have the skills to support the pupils.

The literacy needs of the pupils are assessed periodically and pupils with low reading ages receive small group interventions to strengthen their phonic skills following the Fresh Start (Ruth Miskin) programme or reading interventions (Inference, Comprehension, Guided Reading). Pupils with EAL and gaps in education have the ability to start at the same point at the beginning of the KS3 provision. Pupils in KS3 who need extra support to improve fine motor skills also receive weekly support.

Mental health is an area that receives very careful attention. Starting in Year 7 can create a myriad of feelings, heightened by the recent pandemic. Pupils are supported by Learning Mentors with small group work and one to one support to explore social skills, manage feelings and build self-confidence. Furthermore, pupils who need more attention to explore deeper feelings have the possibility to see the two school counsellors. Pupils benefit also by the BICS (Barnet Integrated Clinical Services) provision. As pupils transfer into KS4 we look further into developing personalised pathways for pupils with SEND and offering additional ASDAN courses.

The Saracens family also receives support, advice and training from external agencies including CAMHS, Speech and Language Therapists, Educational Psychologists and Barnet Inclusion Advisory teachers.

We believe in working in partnership with families and thus communication with the Grow and Thrive Team is welcomed by phone, email and meeting in school. We value the input of families in order to support our pupils to achieve their best. Further details of our provision are included below.

Waves of Intervention	Provision / Resource	Staff involved
Wave One Quality First Teaching	<u>Cognition and Learning</u> <ul style="list-style-type: none"> • Differentiated curriculum with differentiated delivery/teaching styles • Visual support and aids, dictionaries and use of writing frames • ICT equipment and appropriately structured software is readily available and able to support visual access to the curriculum, develop and support basic skills, develop and practice responses to games or questions • Strategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning • Support with home learning through after school home learning clubs, and/or individually differentiated home learning tasks, and/or extra time for activities. • Curriculum and support groups where students are working with peers at different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task. • Peer support approaches are embedded into school practice, for example Vocabulary Gurus or language experts 	All teaching and support staff
	<u>Communication and Interaction</u> <ul style="list-style-type: none"> • Flexible teaching arrangements having structured school and class routines • Tailored delivery style according to the learner's needs or language modification techniques • Increased visual aids using of symbols/sign support of the Widget on line program • Effective use of extra staff in the classroom to break down content and scaffold content • Specific speaking and listening activities tailored with the advice and/or support from outside agencies (Barnet Inclusion Advisory teachers) and support services to develop programmes, strategies and approaches in collaboration with the school Character Education programme • Focus on social awareness and developing areas of the curriculum centered on positive interaction • Direct teaching to develop verbal and non-verbal communication skills and using visual cues to support meaning • Support in unstructured time, e.g., break, lunch time, before and after school 	All teaching and support staff

<p>Wave One</p> <p>Quality First Teaching cont.</p>	<p><u>Social Emotional and Mental Health</u></p> <ul style="list-style-type: none"> • Whole school behaviour policy with robust procedures that support all pupils and reward achievements • Behaviour management plans implemented and reviewed after significant incidents; Pastoral Support Plans implemented for pupils at risk of exclusion • A whole school PSHCE curriculum that supports social and emotional development, and mental health and wellbeing of all pupils and the wider school community • A flexible approach to curriculum delivery which takes into account the pupil's needs and strengths, their preferred ways of learning, the range of subjects studied • Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area. • Key adults identified to support/mentor identified pupils • A range of social and recreational extra curriculum activities are available with supervision and support as required • Buddying targeted peer and adult support enabling independence in social activities at lunchtime and break and supporting independence at lunchtime. • Early identification of school anxiety concerns and implementation of support procedures • A range of different ways for pupils to share worries and concerns with adults in the school 	<p>All teaching and support staff</p>
	<p><u>Sensory and/or Physical</u></p> <ul style="list-style-type: none"> • Differentiated classroom activities to reflect the pupil's needs and ensure full access to and participation in all activities as appropriate for the individual. • Teacher awareness of Sensory and Physical Impairment through the Pupil Information Booklet • Fiddle objects to support pupils who need physical stimulation • Encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how best to communicate with their peer. Settings may facilitate communication between pupils in a modified or adjusted manner. • Considering access arrangements for internal assessments. • Promote positive attitudes towards people with multi-sensory impairment within the school environment with advice from Barnet Inclusion Advisory teachers 	<p>All teaching and support staff</p>

Waves of Intervention	Provision / Resource	Staff involved
<p>Wave Two</p> <p>Group work interventions</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • Intervention programme for Phonics Fresh Start (Ruth Miskin) with 2-4 hours a week for pupils with low reading ages • Timetables Rock Start programme for pupils with numeracy challenges • In-class support from specialist Learning Support Assistant (LSAs) • Activities to develop reading comprehension skills with an Guided Reading programme • Small group activities to support the needs of the pupils who recently joined the country with EAL profile 	<p>SEND teachers Maths Teachers SEND pupils are supported by from specialised support in subject areas (LSA)</p>
	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Small group work to facilitate effective communication with peers in a foreign language • Direct teaching to develop social skills in small group with Zones of Regulation Curriculum • Group work to stimulate sensory stimulation for pupils with ASD • Group work to build self-confidence and self-awareness • Develop links of mentoring and communication with university specialists 	<p>Leaning Support Assistant for MFL Learning Mentor SENDCO</p>
	<p>Social Emotional and Mental Health</p> <ul style="list-style-type: none"> • Lunch time mindfulness club to support pupil anxiety • Groups work with learning mentor to support pupil transition to secondary school • Group work to support emotional needs using emotional coaching / Zones of Regulation techniques • Access to a quiet, distraction free work space in the library and sensory space 	<p>Leaning support assistant for MFL Learning mentor Librarian LSA</p>
	<ul style="list-style-type: none"> • Sensory and/or Physical Sports Clubs • Fine motor skills weekly sessions for pupils Fine motor skills practice in Art clubs Gross motor skills programme • Provision for pupils with medical needs (Diabetes) 	<p>Teaching staff and LSAs PE teachers SENDCO Art teacher Saracens Foundation</p>

Waves of Intervention	Provision / Resource	Staff Involved
Wave Three Individualised, targeted support for pupils with SEND	Cognition and Learning <ul style="list-style-type: none"> • SENDCO assessment for pupils with complex needs • Educational Psychologist assessments for pupils with complex needs 	Teacher of English LSAs SENDCO Educational Psychologist
	<ul style="list-style-type: none"> • Communication and Interaction Learning mentoring work for targeted pupils to improve communication skills Autism Outreach Team for named pupils • Advisory teachers support for pupils with complex needs Widget - Writing with symbols programme 	Learning mentor Autism Advisory Teacher SENDCO Inclusion Advisory Team Barnet
	<ul style="list-style-type: none"> • Social Emotional and Mental Health Emotional support for pupils with 1:1 counselling sessions • BICS assessment and 1:1 sessions • Manage feelings support sessions with 1:1 learning mentoring sessions Individual reward system for pupils with individual or pastoral support plan 	Grief Encounters (Child Bereavement Charity) BICS School Counsellor Learning Mentor
	<ul style="list-style-type: none"> • Sensory and/or Physical Individual support during PE lessons and lunchtime Buddy system to assist movement around school • Access to Chromebooks for pupils with temporary physical impediments • First aid training for identified pupils with operation procedures, medical diagnosis and care plans 	PE teachers Head of Year SENDCO First aid trained members of staff