

Saracens High School Grow and Thrive Provision SEND 2021-2022

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, Learning Support Assistants, 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 men and women 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 SEND 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 and monitored during focused department meeting.

Staff are supported with SEND Support sessions focused on different SEND needs such as Neurodiversity and social emotional and mental health needs.

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 Mishkin) programme, reading recovery 1:1 daily session, Speech and Language therapy sessions, touch-typing or reading comprehension interventions. Thus, pupils with EAL and gaps in education have the ability to start at the same point at the beginning of the KS3 provision.

The mental health is an area that receives very careful attention, especially year 7, since pupils due to transition experience a myriad of feelings. Pupils are supported by school counsellors with small groups work to explore managing feelings in a sensory art-based workshop. Furthermore, pupils who need more attention to explore deeper feelings have four days a week the possibility to see the school counsellors.

The Saracens family also receives support, advice and training from external agencies like CAMHS in school, Speech and Language Therapist, BICS (Barnet Integrated Counselling Services), Educational Psychologist and Barnet Inclusion Advisory teachers.

We believe in working in partnership with parents and thus communication with department is welcomed by phone, email and meeting in school. We value the input of parents in order to support our pupils to achieve their best.

If you want to see further details of our provision, please see document below.

Waves of Intervention	Provision / Resource	Staff involved
<p>Wave One</p> <p>Quality First Teaching</p>	<p><u>Cognition and Learning</u></p> <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 homework through after school homework clubs, and/or individually differentiated homework 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 expert 	<p>All teaching and support staff</p>
	<p><u>Communication and Interaction</u></p> <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 adults 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 (Speech and Language Therapist) and support services to develop programmes, strategies and approaches in collaboration with the school (Pixl's 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, eg, break, lunch time, before and after school ❖ Role play and drama activities with the use of props to encourage pupil participation and clarify content 	<p>All teaching and support staff</p>

<p>Wave One</p> <p>Quality First Teaching</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 PSHE 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 considers 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. ❖ 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 peers. 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
Wave Two Group work interventions	Cognition and Learning Intervention programme for Phonics (Ruth Miskin) with 4 hours a week for pupils with low reading ages Intervention programme for Inference with up to 4 hours a week for pupils who low reading ages Intervention for pupils who joined the country recently (EAL support in small group, 1:1 and in class) Touch typing / study skills weekly intervention with small group of pupils Timetables Rock Start programme for pupils with numeracy needs In-class support from leaning support assistant (LSAs)	SEND pupils are supported by LSAs in group work Maths Teachers
	Communication and Interaction Speech and Language group sessions with trainee SALT LSA Group sessions to facilitate effective communication in EAL groups Group sessions to develop social skills in small group with trainee SALT LSA Develop links of mentoring and communication with university specialists during educational visits	Trainee SALT SALT Learning mentors and pastoral team SENDCo
	Social Emotional and Mental Health Group work to build self-confidence and self-awareness – weekly workshop sessions with school counsellor Workshop delivered by BICs provision to support pupils manage feelings Activities to support transition with mentoring sessions within the Stepping stones programme Access to a quiet, distraction free work space in the library	LSAs Learning mentors Librarian
	Sensory and/or Physical Lunch time table tennis club Gross motor skills programme (Lunch / break basketball activities) Provision for pupils with medical needs (Diabetes)	Teaching staff and LSAs PE teachers SEDNCO

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<p>Wave Three</p> <p>Individualised, targeted support for pupils with SEND</p>	<p>Cognition and Learning Reading recovery interventions with 1:1 daily 20 min sessions Basic EAL language skills (1:1 support sessions) Educational Psychologist assessments for pupils with complex needs</p>	<p>LSAs Educational Psychologist</p>
	<p>Communication and Interaction Speech and language therapy work for targeted pupils Autism Outreach Team for named pupils Advisory teachers support for pupils with complex needs Widget - Writing with symbols programme</p>	<p>Speech and Language Therapist Autism Advisory Teacher SENDCO Inclusion Advisory Team Barnet</p>
	<p>Social Emotional and Mental Health Emotional support for pupils with 1:1 counselling session CAMHS in clinic assessment / therapy BICS support with 1:1 weekly session Individual reward system for pupils with individual or pastoral support plan Peer mentoring in small groups or 1:1 to support transition to secondary school</p>	<p>CAMHS in Clinic CAMHS in School Well Being Provision School Counsellors Learning Mentors</p>
	<p>Sensory and/or Physical Individual support during PE lessons and lunchtime Buddy system to assist movement around school Access to laptop for pupils with temporary physical impediments or EAL support First aide training for identified pupils with operation procedures, medical diagnosis and care plans</p>	<p>PE teachers Pastoral team EAT Grow and Thrive team First aid trained members of staff</p>