

King Arthur's School



School Offer SEND

Version no.	2.2
Adopted date:	November 2024
Approved	Academy Committee
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SEND Need	Universal All students can access these provisions.	Targeted Some students who also access universal provisions may also access these provisions	Specialist A few students who access both universal and targeted provisions may also access these provisions
SEMH Social Emotional Mental Health Needs	• Whole School Behaviour and Reward Policy • Positive behaviour strategies • Positive reward systems • House points • Access to Pastoral support • Access to Curriculum One • Homework Clubs • Consideration for Exams Access Arrangements • Structured school and classroom routines • Seating plans • Consistent and progressive sanction system for when rules broken • Teaching listening through games • Involvement in after school clubs • Support of lunchtime supervisors at lunchtime • Weekly focus on social, emotional aspects of learning • Mental Well Being PHSE curriculum • Playground friends and buddies available	• Behaviour Charts • Behaviour report cards • SEAL - Self Esteem group/Anger/Relationships groups • Nurture group • Key worker • Exit cards • ELSA • Individual Learning Passport • Alternative lunch-time provision • Socially Speaking • Use of buddy system • Emotional Literacy Intervention • Escape from Exclusion intervention • Morning and afternoon check-ins	• 1:1 SEAL work • Annual Reviews • Weekly 1:1 with Key worker • 1:1 in class LSA support • 1:1 School Mentor • PFSA • Adolescent Support Worker • Team 8 • REACH Project • REACH mentoring • Modified timetable • 1:1 Sessions with the Counsellor • 1:1 Self Esteem • Educational Psychologist • Individual Learning Passport and/or EHCP • Individual reward/sanction scheme • LSA support – communication of feelings



	• VAK – variety of teaching styles used to suit pupils • Visual timetables • Home learning book to help structure and plan work		• LSA support individual debriefing/pre-empting • Individual Behaviour Plan • Playtime monitoring • Counselling from outside agency through referral system • Individual seating or work station for aiding concentration for part of day • Home school liaison book • Weekly feedback to parents face-to-face • Time out system and space • Additional transition arrangements • Individual risk assessments • Internal exclusion • CAMHS involvement through referral • Draw and Talk • Learning Mentor 1:1 Sessions • Duke of Edinburgh
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CLN Cognitive and Learning Needs	• Differentiated curriculum and resources • Visually supported resources • Study Buddies • Homework Club • Consideration for Exams Access Arrangements. • Differentiated tasks • Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording • Repetition/clarification of instructions • Differentiated output or outcome e.g. use of ICT, fewer sentences • Increased visual aids/modelling etc. • Visual timetables • Use of puzzles and games • Use of writing frames	• Colour overlays • Cream paper for worksheets • Writing Frames • Functional Skills Numeracy • Step-up to English • In class LSA support • Nurture Group • Individual Learning Passport • In-class LSA support for literacy • In-class LSA support for Numeracy • Differentiated resources • Task Boards • Group use of ICT programmes • Small group of support for literacy outside class	• 1:1 ILI • 1:1 Literacy Catch up • 1:1 In class support • Weekly 1:1 with Key worker • SEN student voice group • 1:1 withdrawn work • Termly review with SENDCO • Annual Review • Learning Support Service • Occupational Therapy • Educational Psychologist • Individual Learning Passport and/or EHCP • Pre-teaching of class learning • Reinforcement practice of class learning



	• Ensuring appropriate reading material available • Weekly spelling lists (phonics led) • Individual white board • Home learning book to help structure and plan work	• Small group of support for maths outside class • Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats • Phonological Awareness activities • Precision Teaching • Entry Level Science	• Use of individual ICT programmes targeting learning e.g. word/number shark, star spell; Nessy etc) • One to one support for literacy outside class • One to one support for maths outside class • List of current and future topic words • Additional planning and arrangements for transition • Outside agency advice, including from Cognition and Learning Team • Dyslexia-friendly resources • Tinted overlays/rulers • Enhanced Learning Provision access (1:4 specialist teacher for English and Humanities)
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CIN Communication and Interaction Needs	• Differentiated curriculum and resources • Visually supported resources • Study buddies • Homework club • Consideration for exam arrangements • Flexible teaching arrangements • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling etc. • Visual timetables • ICT programmes to support language • Repetition/clarification of instructions • Opportunities to work with younger/older pupils • Role play situations/Drama	• Modified curriculum • Nurture Group • Speech and Language support groups • Individual Learning Passports • Modelling of good language throughout the school • 1:1 Speech and Language sessions • Kinaesthetic and visual storytelling strategies	• 1:1 LSA support in class • Weekly 1:1 with key worker • Termly review with SENDCO • SEN student voice group • 1:1 withdraw work • Annual review • Speech, Language and communication therapist. • Children Autism Outreach Team • Educational Psychologist • Individual Learning Passports and/or EHCP • Personalised timetable • Individual Speech therapy Care Plans.



	• Speaking opportunities • Home learning book to help structure and plan work		• Intervention delivered by Speech therapist • Individual visual timetables / schedule • Visual Supports e.g. Now/Next boards; Choice Boards; • Individual ICT programmes • Work in C1 for part of day • Outside agency advice • Individual risk assessments • Augmented Communication aids • Sensory aids • Increased Adult Support • Additional planning and arrangements for transition • Home/School book • Enhanced Learning Provision access (1:4 specialist teacher for English and Humanities)
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SPN Sensory or Physical Needs	• Access to medication as prescribed and handed into school • Medical Health Care Plan • Accessibility Plan • Consideration for Exam Access arrangements • Flexible seating arrangements • Handwriting/fine motor skill programme • Specialist resources – pencil grips, triangular pencils, variety of types of scissors • Multi-sensory equipment • Construction • Tools and Materials e.g. brushes/pencils, collage • Range of equipment & opportunities for balancing, exploring etc. • Brain gym exercises • Provision of left handed equipment • Written signs for class labels in classes	• Medication held in school for when needed • Team Around the Child meetings • Multi-Professional care plan • Individual Learning Passport • Fine Motor skills programme • Gross Motor skills programme • Differentiated PE resources • Sports events – additional preparation • Handwriting scheme • ICT resources available	• Medication taken in school • Personalised medical support plans • Access to specialist equipment • Weekly 1:1 with key worker • Termly review with SENDCO • Annual Review • PIMST • Occupational therapy • Individual Learning Passport and/or EHCP • Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc • Individual handwriting/fine motor skills work



	• Seating arrangements (r-handed, l-handed etc)		• LSA support/monitoring at lunchtimes • Individual planning and arrangements for transition • Outside agency advice • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Access to enlarged resources • Awareness of fatigue • Scribe in class • Physio exercises • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) • Access to specialist toileting facilities • Access to physiotherapy room
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