

Ark John Keats Academy – School Offer

1. Wave 1: Universal Support

High Quality Teaching:

Students are assessed at the start of Year 7 or point of entry and then termly formative and summative assessments after that point to inform teachers of their progress and attainment. Teachers are trained and given intellectual preparation time to help scaffold and support students with SEND through planning of resources, learning activities and questioning to make the work accessible for all students.

Wave 1 Pupil Passports:

SENCO and GTAs observe any students who are referred to the Inclusion team with difficulties accessing learning or completing work in class.

Pupil Passports are designed by the Inclusion team in collaboration with the student and their family to outline successful strategies teaching staff can use to meet their needs.

Pupil Passports are reviewed termly during Academic Review Days to receive input from the student and family to update the Pupil Passports as necessary.

Screening:

Any student identified by Ark John Keats staff as having specific difficulties can be screened for specific learning difficulties. This information can then be shared with an external certified assessor to confirm a specific learning difficulty (SpLD). Following the screening, specialist equipment such as visual stress overlays can be issued as required and this information is added to the Pupil Passport.

Medical Care Plans

Any student with confirmation of a medical need or diagnosis will receive a medical care plan with a summary of symptoms, details of medication administration and strategies for meeting individual medical needs. Medical care plans to be shared with all relevant staff working with the student.

Tea and Talk:

Alternative provision for structured social time at break for workshops or drop-in sessions to cover different emotional needs such as friendship, anger management or zones of regulation. Student evaluation to be completed after each session. Students can be referred to safeguarding team or Wave 2 support.

2. Wave 2: Targeted Support

Intervention Referrals

Each half term, Heads of Year, Heads of Department and the Pastoral team can refer specific students to the Inclusion team for additional support. As part of this process, the SENCO and Deputy SENCO review the referrals, prioritise and assign students to internal Wave 2 targeted intervention to start the Assess Plan Do Review (APDR) cycle – minimum 6 weeks maximum 12 weeks.

These interventions are reviewed after each term and students who are not making progress on Wave 2 interventions after 2 terms or who have already received Wave 2 interventions can then be assigned to Wave 3 (specialist) support

Communication and Interaction:

Intervention	Plan	Assess	Do	Review
English as an Additional Language (EAL) Support	Entry Criteria: Scored under advanced stage 3 in baseline EAL Language Acquisition Assessment	SMART target added to Individual Learning Plan based on outcome of baseline assessment.	Weekly 40 minute sessions in small groups with up to 3 students and 1:1 work to practice and develop conversational English.	Exit Criteria: Scored at least advanced stage 2 in EAL Language Acquisition Assessment.

Cognition and Learning

Intervention	Plan	Assess	Do	Review
NEW: Lexia PowerUp Literacy	Entry Criteria: Scored under age related expectations in NGRT. Completed three part Auto Placement baseline assessment.	SMART targets added to Individual Learning Plan based on outcome of baseline assessment.	3 x weekly 30 minute online sessions in small groups at appropriate instructional level for word study, grammar and comprehension.	Exit Criteria: Student is working at age related expectations across three areas.
Fresh Start Phonics	Entry Criteria: Scored below 85 on Read Write Inc speed sounds phonics baseline assessment.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Daily 10 minute 1:1 sessions planned to meet student's specific area of needs	Exit Criteria: Student is working at age related expectations across three areas.
SOS Spelling	Entry Criteria: Scored under 85 on Single Word Spelling Test (SWST)	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Daily 10 minute 1:1 sessions planned to meet students specific area of need.	Exit Criteria: Scored above 85 on Single Word Spelling Test (SWST).
NEW: Ark My Mastery Interventions	Entry Criteria: Scored in the lowest percentile of Ark fundamental skills assessment in maths and can not access nurture groups	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 10 minute 1:1 sessions planned to meet students specific area of need.	Scored at least 84/139 in the Ark fundamental skills assessment.
Turnabout (Memory Skills)	Entry Criteria: Scored below 90 on Turnabout audio test or 1:45+ on Turnabout visual test	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 10-15 minute 1:1 sessions planned to meet students specific area of need.	Exit Criteria: Turnabout audio score 90 or above. Turnabout visual score 1:45 below or improve by 30 seconds.

Social, Emotional and Mental Health:

Intervention	Assess	Plan	Do	Review
NEW: Zones of Regulation	Entry Criteria HOY referral and scored above 30 on ZOR survey.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Weekly 30 minute small group sessions based on Zones of Regulation curriculum.	Exit Criteria: Scored below 20 ZOR survey.
Individual Pupil Support (IPS)	Entry Criteria: HOY Referral and scored high risk on strengths and difficulties questionnaire (SDQ).	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	3 x 1:1 weekly 15/20 minute sessions planned to meet students specific areas of need.	Exit Criteria: Student meets individual targets and reduces risk to medium/low on strengths and difficulties questionnaire (SDQ).

Sensory and/or Physical

Intervention	Assess	Plan	Do	Review
Active 10	Entry Criteria: HOY referral based on diagnosed need (ADHD) Scored below 5/10 on AJK STAR assessment.	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment	Daily 15-20 minute 1:1 sessions to be delivered with 'Speed Up' Programme recommended	Exit Criteria: Scored 7/10 in AJK STAR assessment.

3. Wave 3: Specialist Support

If a student has already received Wave 2 targeted support, or they are not making progress with Wave 2 interventions, they can be referred for Wave 3 specialist interventions. These interventions are delivered by external professionals and facilitated by GTAs. They are designed to meet specific needs during a specified timeframe. If a student does not make progress with Wave 3 support across 2 APDR cycles (terms, they could be eligible for SEN support or Education Health Care Plan (EHCP).

Communication and Interaction

Intervention	Assess	Plan	Do	Review
SALT Support (currently statutory support only)	Entry Criteria: Scored red in at least 1 in 4 areas of speech, language and communication (SLC) assessment. No progress on targeted support level for 2 terms	SMART targets to be added to Individual Learning Plan based on outcome of baseline assessment.	Speech and Language Therapist (SALT) to observe student and report best strategies with staff training to deliver weekly small group sessions.	Exit Criteria: Amber pr Green in 4 areas of SLC assessment tool.

Cognition and Learning

Intervention	Assess	Plan	Do	Review
Educational Psychologist	Entry Criteria <i>No academic progress with targeted support for 2 terms.</i>	SMART targets to be added to Individual Learning Plan from EdPsych report or advice.	EP to meet with student and family. Share targets and strategies or conduct report.	Exit Criteria: <i>No further action needed by EdPsych.</i>

Social, Emotional and Mental Health

Intervention	Assess	Plan	Do	Review
BOSS: Building on Strengths and Solutions <i>(Solution Focused Therapy)</i>	Entry Criteria <i>HOY referral with behaviour concerns. No progress on targeted support level for 2 terms.</i>	SENCO to meet with SFT practitioners before each new block to discuss and set best hopes for students.	6 x hour long CBT sessions to be delivered by SFT practitioners each week.	Exit Criteria: <i>Programme completed.</i>
ELSA (Emotional Literacy Support Assistant)	Entry Criteria <i>HOY referral with specific concerns: Emotional Literacy Attachment Theory Emotional Regulation Worry and Anxiety Grief and Loss Friendship and Play.</i>	ELSA to plan and deliver individual sessions.	6 x hour long 1:1 sessions to be delivered by ELSA each week.	Exit Criteria: <i>Programme completed.</i>
School Counsellor	HOY referral and scored high risk on strength and difficulties questionnaire (SDQ).	Initial introductory session followed by 4 week assessment	12 x 45 minute 1:1 sessions delivered by counsellor	Exit Criteria: <i>Scored medium/low risk on SDQ.</i>
CAMHS referral	Entry Criteria: No progress after Wave 3 specialist SEMH support for 2 terms	SENCO to refer student to local CAMHS team	SENCO to refer student to local CAMHS team.	Depends on CAMHS waitlist.

Sensory and/or Physical

Intervention	Assess	Plan	Do	Review
Physiotherapy or OT referral	Entry Criteria: <i>No progress after Wave 2 support for 2 terms</i>	SENCO to support student with GP or private referral	SENCO to support student with GP or private referral	Depends on waitlist.