



SEND INFORMATION REPORT 2025/26

Thrybergh Academy & Sports College

THRYBERGH ACADEMY

Thrybergh Academy, Park Lane, Rotherham, S65 4BJ

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HEADTEACHER: Mr A May



THRYBERGH ACADEMY SEND SCHOOL INFORMATION REPORT JANUARY 2025 -2026

Thrybergh Academy is a mainstream 11-16 school which is part of the Wickersley Partnership Trust.

Headteacher: Adrian May Head@thrybergh.com

SENDCo: Patrick Murtagh p.murtagh@thrybergh.com

Assistant SENCO: Rachel White r.white@thrybergh.com

Mailbox: SEND@thrybergh.com

	SEND Cohort per year group				
	Year 7	Year 8	Year 9	Year 10	Year 11
<i>No of Students on SEND register</i>	47	45	30	37	41
<i>% of cohort SEND</i>	43%	39%	24%	37%	40%

Year group break down:	Total children in the year group:	Number of children on SEND Support (K):	Number of children with an EHCP (E):
<i>Year 7</i>	109	37	10
<i>Year 8</i>	114	36	9
<i>Year 9</i>	127	25	5
<i>Year 10</i>	100	30	7
<i>Year 11</i>	102	23	18
	552	151	49

Primary areas of need	Total	Boys	Girls	Year 7	Year 8	Year 9	Year 10	Year 11
<i>Social Communication and Interaction (SLCN)</i>	77	45	32	24	15	12	17	9
<i>Cognition and Learning (CL)</i>	68	35	33	14	12	13	16	13
<i>Social Emotional Mental Health (SEMH)</i>	86	51	35	10	17	24	11	24
<i>Physical (Phys)</i>	3	2	1	0	1	0	2	0

EHCP breakdown	
SPLD	4
MLD	5
ASC	9
SEMH	23
SLCN	3

Thrybergh Academy is dedicated to four core elements:

Intention 1: The removal of barriers

Four common barriers, if left unchallenged, will limit the progress, engagement and development of students who access our curriculum. They are, literacy, numeracy, oracy and vocabulary

Intention 2: Developing skills for learning

We strive, at all times, for personal excellence by developing the 5 key skills for success:

Recall, interpretation, creativity, analysis, evaluation and divergent thinking.

Intention 3: Fostering personal attributes

Our curriculum promotes the skills and attributes our children need in order to develop the independence, responsibility, accountability and resilience they need to have a happy and successful life. We refer to this crucial aspect of our curriculum intent as The Thrybergh Ways and it is embedded in everything we do.

Intention 4: Enriching student experiences and broadening horizons

We aim to ensure there are many opportunities to enrich their cultural capital in order for them to become well-rounded human beings ready for the next stage.

How does the school know if students need extra help with learning?

Most children and young people at Thrybergh Academy will have their needs met through good classroom practice. However where concerns are raised Thrybergh Academy has a rigorous plan, do, review cycle. Early identification is key and we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given.

The SEN Code of Practice states: *“Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*

- *is significantly slower than that of their peers starting from the same baseline;*
- *fails to match or better the child’s previous rate of progress;*
- *fails to close the attainment gap between the child and their peers;*
- *widens the attainment gap.” (6.17)*

“It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.” (6.18)

SEND Can Do Statements

Central to our SEN provision and support is a core set of Can Do statements. These statements describe what a child can do. They are not bound by the limitations of a key stage curriculum but

rather provide a holistic progression document – a child centred skills. The statements could track a child from primary, through secondary into post 16. They are the building blocks of key skills to support a child succeeding through school. Within the SEN areas of need a core set of skills are assessed and tracked against criteria which judges the skill to be *emerging, developing or established*. The aim for all is to increase levels of independence, confidence, understanding and resilience. In addition we have close links with feeder primary schools to ensure information on Y5/Y6 students with SEND is shared. Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for co-operation between all agencies concerned. We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources. We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, emotional and mental health*
4. *Sensory or physical*

If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Thrybergh Academy, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Health diagnosis through a paediatrician
- Diagnosis of a neurodevelopmental disorder through CAMHS (Child and Adolescent Mental Health Services) If a student is identified as having SEND then their name will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child has special educational needs?

Contact either your child's form tutor to discuss concerns, your child's Non-Teaching Head of Year or the SENDCo (Patrick Murtagh) or the Assistant SENDCo (Rachel White) directly to discuss any concerns you may have.

p.murtagh@thrybergh.com

r.white@thrybergh.com

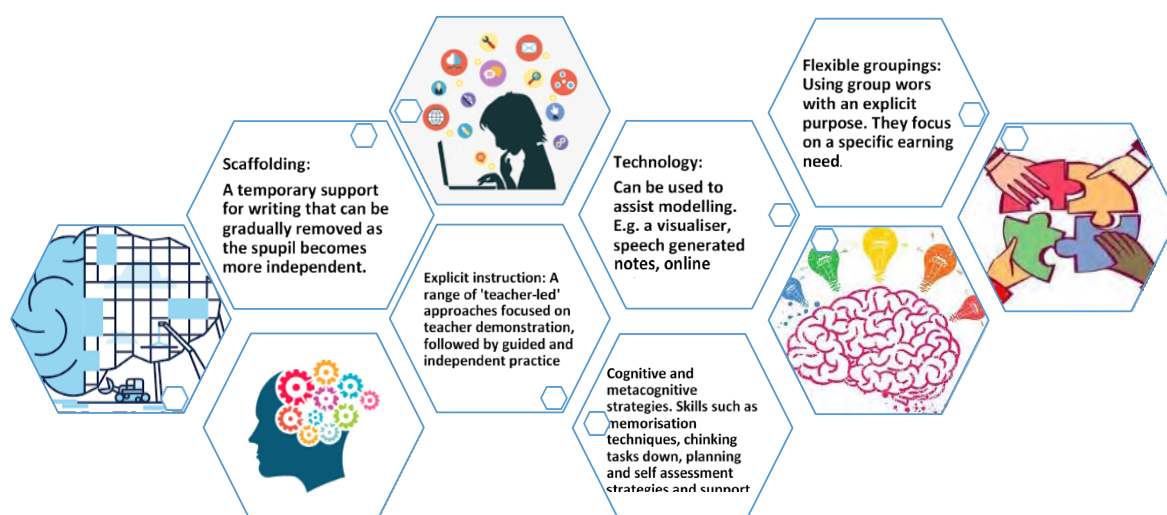
SEND@thrybergh.com

Quality First Teaching: What are the school's approaches to differentiation and how will that help my child?

Quality First Teaching is at the heart of Thrybergh Academy. We are committed to ensuring that all students have the best educational experience possible. We want all the students to grow into confident, caring and well-educated adults. We aim to send all young people into an ever-changing world able and qualified to play their full part in it.

The foundations for this lie in the classroom. Quality first teaching is adapted and responsive teaching that will meet the individual needs of the majority of children in the classroom. It includes good planning of well-sequenced and manageable lessons and class work, coupled with effective pedagogical choices, and robust assessment for learning which was used to inform the next steps in the teaching sequence for children. Quality First Teaching aims to engage and support the learning of all children and places a strong focus on pupil participation in learning.

- Pedagogical content knowledge – how well teachers know the subjects they teach and how well they understand how pupils learn
- Quality of instruction – practices such as effective questioning and use of assessment, reviewing previous learning, and providing model responses
- Classroom climate – the quality of interactions between teachers and pupils, and teacher expectations



All teachers have a quality first teaching toolkit of strategies, adjustments and approaches to help remove barriers that, if left unchallenged, will limit the progress, engagement and development of students who access our curriculum. The toolkit also supports our students as they strive, at all times, for personal excellence by developing the 5 key skills for success: recall, interpretation, creativity, analysis, evaluation and divergent thinking.

3 strategies within the 'instruction' element of Quality First Teaching are:

- Modelling, in which a teacher thinks aloud to help pupils to understand underlying structures, processes and conventions
- Explaining, which helps pupils to understand abstract concepts and events that are outside their own experiences
- Questioning, which can help promote higher-order thinking skills and structure the development of pupil knowledge and understanding.

What SEND training have the staff had or are currently having?

All teaching staff receive regular training on meeting the needs of SEND students from school-based specialist staff, supported by the Director of SEND for the Wickersley Partnership Trust (Katy Hodges). New teachers to school receive training to ensure they are meeting the needs of all students. When necessary, meetings with individual teachers are held to give information on meeting the needs of specific students and individuals.

How is the decision made about what type and how much support my child will receive?

As part of a national effort to improve inclusivity in all educational settings, the 'Three Waves of Intervention' model was introduced. This three-tiered model provides a framework for teachers to follow in order to make their teaching more accessible and inclusive whilst reducing underachievement. Thrybergh's graduated response details how additional support for children with special educational needs is expected to be delivered through three successive levels or 'waves'. These can be viewed at Appendix A.

Wave 1: Universal

This first step is simply Quality First Teaching. Wave 1 encourages teachers to thoroughly plan each lesson so that there are clear learning objectives alongside worksheets, exercises and other pedagogical choices to help them meet the learning outcomes.

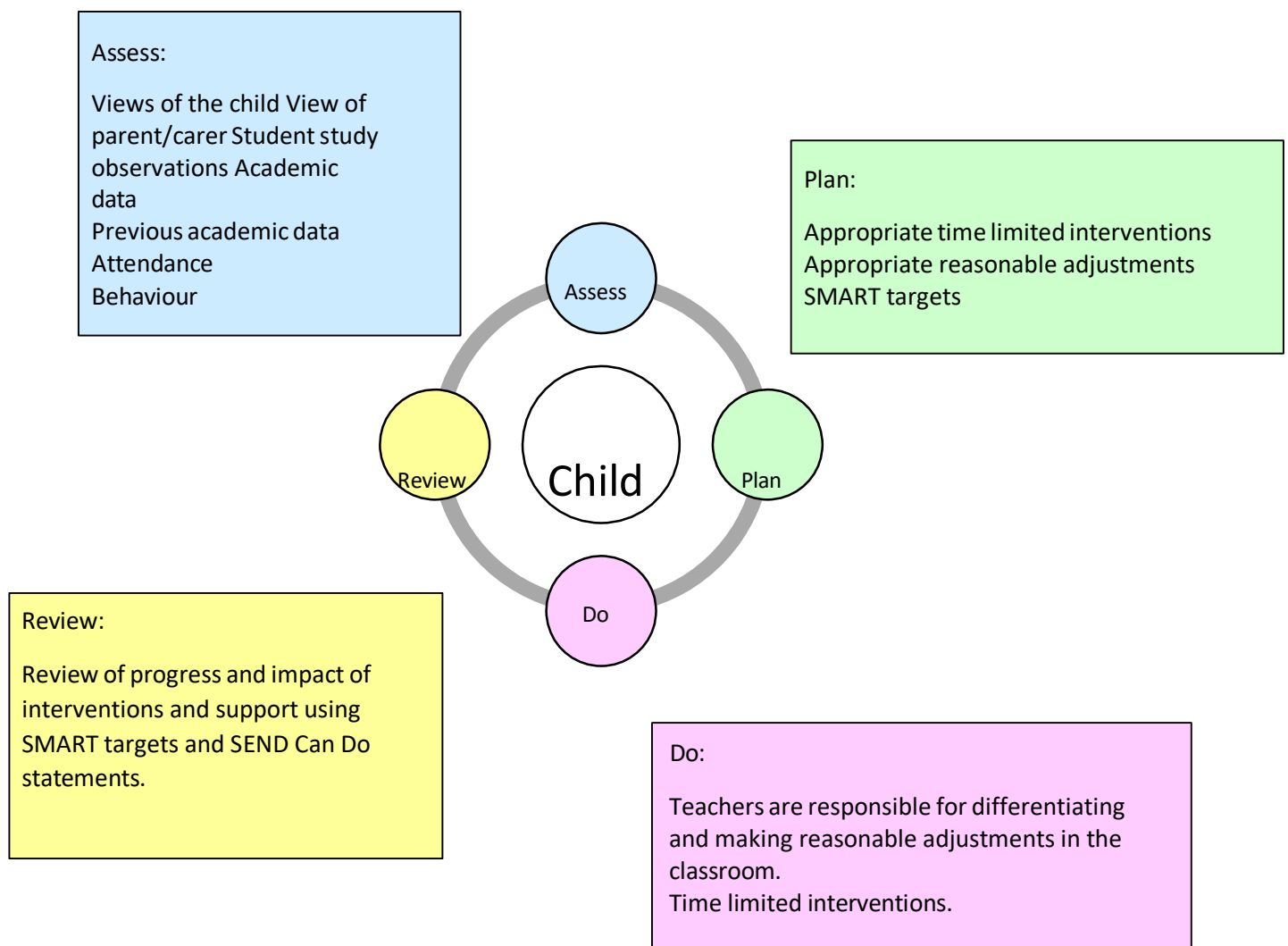
Wave 2: Targeted - Additional Interventions

Wave 2 interventions are designed to support pupils who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be small group, time limited interventions. They are designed for pupils with the potential to 'catch up' and reach age related expectations by the end of the programme delivery. Class teacher need a full understanding of the intervention and how to integrate learning into the classroom. It should not be considered a stepping stone to Wave 3.

Wave 3: Personalised and bespoke interventions

Wave 3 interventions are highly individualised and based on detailed assessments. It is additional support for those with SEND who may have longer term needs and require individualised intervention. Wave 3 also covers students requiring a high level or exceptional support and highly personalised provision through an EHC Plan.

A cyclical approach of plan, do, review is applied by the SENDCo and team to monitor student progress and implement further support through wave 2 and wave 3 interventions when appropriate. The SENDCo and Assistant SENDCo consult with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the student's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any student who requires additional support for their learning.



The SENDCo and Assistant SENDCo use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

How do we know if it has had an impact?

The school regularly reviews the progress of students' academic and social/emotional development. Evidence of an impact includes:

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- Progress against Can Do statements
- Evidence that students are making progress socially and emotionally
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

Communication with home is very important to the school and we try to promote good communication between all members of staff and parents/carers. Parents/carers can contact staff members directly by email or phone to discuss the progress of their students. Planned arrangements for communicating between school and home include:

Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.

Each year group has a report programme, which includes at least three progress checks for key stage three (current levels of attainment) and four progress checks for key stage four (predicted GCSE attainment). Each student receives one full report including a tutor report and head teacher report (alongside current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.

If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo or Assistant SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education where appropriate.

Students receiving SEND support and parents/carers will be involved in a review of their progress and SEND provision three times a year with the SENDCo, Assistant SENDCo or key worker.

How does the school know how well my child is doing?

At Key Stage three, data captures occur three times a year. At Key stage four data captures occur four times a year. Effort grades and current attainment grades are reported to parents/carers. The SENDCo and Assistant SENDCo meet to discuss the progress of students and implement any necessary interventions. The impacts of intervention programmes are reviewed on a regular basis against Can Do statements and in cases where students are not making the expected progress the intervention is appraised and adapted. The SEND team maintain regular contact with teachers to monitor the progress of SEND students. The SENDCo and Assistant SENDCo monitor the Cause for

Concern (CFCs) and Cause for Praise (CFP) and address any concerns that arise, liaising with the Head of Year and other departments in school to do so.

What specialist services and expertise are available at or accessed by the school?

We have excellent links with all support services provided within our Local Authority and their support is called upon when needed. All services involved with the school are regarded as being part of a working partnership whose aim is to provide high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to school:

- Educational Psychology Service
- Hearing Impaired Service
- Visually Impaired Service
- Education Welfare Services
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- Vocational Training Providers
- Others as deemed appropriate

How are the school's resources allocated and matched to children's needs?

The SEND team receives an annual departmental allowance to cover the costs of materials, books and apparatus. It is the responsibility of the faculties within school to delegate sufficient resources to special needs within their own subject areas. Funding by the local authority for SEN is based on a formula which takes into account the number of students on roll and the prior attainment of pupils at the school. This funding is used to support all pupils with SEN whether or not they have an EHC Plan. The needs of individual students are assessed within the school's monitoring systems and resources are deployed according to need. Needs may be met by in class support or by intervention programmes delivered individually or to small groups on a withdrawal basis. A very small number of pupils who are identified as having significant needs are allocated special funding by the Local Authority (Exceptional Needs Funding). The school is responsible for ensuring that this funding is used to the benefit of the individual concerned. The funding of all interventions is tracked through the student Provision Map.

How will my child be included in activities outside the classroom including school trips?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips through making reasonable adjustments. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school has access to disabled toilets and changing facilities including a changing bed and staff are trained in moving and handling procedures. Lifts and ramps are available and lessons are timetabled on the ground floor where appropriate.

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

The Heads of Year team is responsible for drawing up Pastoral Support Plans (PSPs) for students at risk of exclusion from school due to attendance, behavioural and emotional problems. On a day to day basis pastoral staff support students and deal with issues relating to behaviour or emotional difficulties, address issues of bullying and misbehaviour both in and out of school, handle safeguarding issues and work with outside agencies to ensure students can access education.

The Safeguarding Officer and Deputy Safeguarding Officer deal with issues linked to students' welfare and safety. They ensure that the school's Child Protection policy is followed and are the point of contact for any member of staff who has a concern about a child's safety or welfare.

The school has a full time First Aid Officer who is available on site. Student Care plans are shared with appropriate staff and the school participates in any review of these plans. Students who have long term illnesses that impact on their education are supported through the Learning Mentor.

Physical Support Staff are trained in moving and handling procedures and provide support in practical and physical lessons. Overhead hoists, ramps, lifts to access upper floors are available in some blocks.

How does the school manage the administration of medicines?

The school First Aid Officer is responsible for the safe management of all medication that is received by the school. The First Aid Officer will record all medication that is to be stored in the school First Aid Officer's room and ensure that it is stored appropriately. The First Aid Officer will keep a record of all administered medication and will assign each student a school medication form which will be completed and signed every time the student has their medication.

How will the school prepare and support my child when joining the school and transferring to a new school?

The SENDCo, Assistant SENDCo and the primary liaison officer for SEN work collaboratively with our primary feeder schools on enhanced transition packages. We collate comprehensive objective and subjective information on all vulnerable students and those with SEN and this informs our provision for their education at Thrybergh. Parents of Year 6 students are invited to a transition parents evening and are given the opportunity to discuss any concerns and meet with members of the support team. Identified pupils are also offered extra transition support in the form of visits to the school and transition activities. All Y11 pupils receive information and guidance about Post 16 options and support to access these options where necessary. Students that require additional advice are supported to identify early their career aspirations and support them to achieve these.

How are the school governors involved and what are their responsibilities?

The Governing body review the progress of SEND students as part of the whole school data review that takes place on an annual basis. This allows the Governing body to assess the success and impact

of the school on SEND students. Furthermore, the Governor's Policy and Safeguarding committee meet once a term to review the school's policies and ensure they are fit for purpose.

What is the role of the local authority? The SEND Local Offer

A local offer gives children and young people with special educational needs and disabilities (SEND) and their family information to help them find the right help and support in their area.

It has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available.
- To make provision more responsive to local needs.

The Local Offer brings together information about education, health and care services, voluntary agencies, leisure activities and support groups in one place. It includes:

- **Education** – support in early years, schools and college, including transport
- **Health** – specialist clinics, support and advice for children and young people with medical needs.
- **Social care** – support for personal care and practical assistance, short breaks and personal budgets.
- **Transitions** – moving between phases of education and preparing for adulthood.
- **Education, Health and Care Plans (EHCPs)** – the statutory explained, including applying for a plan, transfers and reviews.
- **Information, advice and support** – where to get impartial and confidential information, advice and support.

It also allows children and young people with SEND, their families and service providers to get involved in reviewing and developing services and support in order to make the offer more responsive to local needs and aspirations.

Rotherham's local offer can be found here: <http://www.rotherhamsendlocaloffer.org.uk/>

What steps are taken to prevent any pupils being treated less favourably than other pupils?

We aim to:

- promote good inclusive practice and we ensure that all of our pupils are treated fairly and equally.
- make reasonable adjustments to ensure that disabled persons are not at a disadvantage. ensure that there are plans in place to enable full access to the site and to the curriculum for all pupils.

We will continue to work to:

- eliminate discrimination that is unlawful under the Disability Discrimination Act.
- eliminate harassment of those with a disability
- promote a positive attitude towards disabled persons
- encourage participation by disabled individuals
- take steps to take account of disabilities even if this involves on occasions treating disabled persons more favourably

How our school promotes inclusion:

- We work in partnership with families and outside agencies to maximise our pupils' educational opportunities.
- Effective links and practice with Healthcare professionals for support for pupils with identified medical needs.
- A team of support staff to support access to the curriculum for pupils with identified special needs.
- We ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

What should parents of students with SEND do if they wish to make a complaint?

Talk to the school's Special Educational Needs Coordinator (SENDCo) Patrick Murtagh

p.murtagh@thrybergh.com

Follow the school's complaints procedure which is found on the school website.

Who can I contact for further information? Deputy Head teacher: David Burnham

d.burnham@thrybergh.com

Who should I contact if I am considering whether my child should join the school?

All admissions to school are handled by the Local Authorities Rotherham Admissions team.

<http://www.rotherham.gov.uk/schools>

The following linked policy documents can be found on our school website.

<https://www.thrybergh.com/>

SEND policy

Accessibility plan

Safeguarding policy and procedures

Behaviour policy

Complaints procedure statement

Medical conditions

Admission arrangements

Equality information and objectives (public sector equality duty) statement

WPT Graduated Response and Provision Mapping

Thrybergh Academy uses a graduated response to need that details the support and interventions for each wave of support.

Area of Need *generic strategies are supported by the more detailed SEND toolkits (see appendices)	Wave 1: IN CLASS SUPPORT Light touch support - lesson drop in, targeted start and end of lessons etc Assessment tools: Progress, attendance and behaviour data Parent observations Class teacher and pastoral observations		As wave 1 + Wave 2: TARGETED IN CLASS SUPPORT AND SHORT TERM INTERVENTION/SUPPORT Planned cohort of students, targeted lessons, in class support at key times/hot spot times. Short term/ time limited support interventions. Assessment tools: SDQs Can do observations Boxall Dyslexia screenings Sensory screenings SALT checklists		As wave 1 and 2 + Wave 3: INTENSIVE IN CLASS SUPPORT AND LONGER TERM INTERVENTIONS Planned cohort of students. Longer term targeted in class support and specific interventions. Assessment tools: Professional reports such as Educational psychologist assessment CAMHS reports SALT reports	
Communication (including ASD)	Moderate difficulty with understanding language and communicating. Moderate difficulties with getting along with peers and social relationships.	Differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources. Differentiated questioning and targeted simplified level/pace/amount of teacher talk.	Significant difficulties with receptive and/or expressive language. Significant and consistent difficulties with social interaction, interpreting situations and the social use of language.	As Wave 1+ Flexibility of groupings allows for buddy support / good role models / focused teaching. Further modification of level, pace, amount of teacher talk to address	Severe speech and language difficulties. Language impairment affects access to all aspects of the curriculum.	As Wave 2 + Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement

	<p>Can be quite literate in interpreting situations.</p> <p>Has difficulty understanding other people's feelings.</p> <p>Finds change difficult to cope with.</p> <p>Has some sensory issues.</p> <p>May show signs of stress and anxiety.</p>	<p>Alternative forms of recording routinely used.</p> <p>Small steps approaches.</p> <p>Resources and displays that support independence.</p> <p>Routine feedback to pupil.</p> <p>Environmental considerations such as seating position, personal space and classroom layouts, displays and signage</p>	<p>Has persistent patterns of behaviour that may interfere with their ability to learn.</p> <p>High levels of anxiety and sensory sensitivities which can affect access to the curriculum and often lead to challenging behaviour.</p>	<p>pupils' identified needs.</p> <p>Targeted structured interventions, teaching strategies and resources to assist with the development of independent learning and social skills - interactions and communication.</p>	<p>Very slow response to verbal stimuli, low retention of abstract concepts.</p> <p>Speech very hard to follow, reliance more on gesture/pointing.</p> <p>Struggles to appreciate the needs of the listener.</p> <p>Has severe and consistent difficulties with social interaction and the social use of language.</p> <p>Is very susceptible to sensory triggers which often leads to challenging behaviour.</p>	<p>Additional adults support the student individually, under the direction of the teacher</p> <p>work on significantly modified curriculum tasks;</p> <p>access more frequent/daily individual support</p> <p>encourage independence</p> <p>create opportunities for peer to peer interaction</p> <p>support development of social skills and interactions</p> <p>accesses more frequent small group and individual interventions</p> <p>Where available advice from external agencies is implemented in the classroom</p>
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					<p>Is resistant to change and may use aggressive behaviour to express this.</p> <p>Has rigid thought processes and routines that affect all aspects of school life.</p>	
Learning	<p>Moderate difficulties in the acquisition and/or use of language, literacy and numeracy skills.</p> <p>Support needed to organise resources and new activities.</p> <p>Working below age related targets</p>	<p>Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</p> <p>Resources and displays that support independence.</p> <p>Differentiated questioning and targeted simplified level/pace/amount of teacher talk.</p>	<p>Significant and persistent difficulties in the acquisition and use of language, literacy and numeracy. As a result access to most curriculum areas is affected.</p> <p>Regularly finds it hard to understand, learn and apply new skills.</p> <p>Support needed to organise resources and activities. Working well below age related targets.</p>	<p>As wave 1+ Teaching approaches include opportunities for frequent repetition and reinforcement.</p> <p>Additional adult support under the direction of the teacher to support curriculum tasks and/or work on modified curriculum tasks.</p> <p>Access to regular structured interventions to develop, apply and embed key cross</p>	<p>Severe learning difficulties.</p> <p>Difficulties with adaptive behaviour and social skills.</p> <p>Severe and persistent difficulties in acquiring literacy or numeracy skills which prevent access to the curriculum.</p>	<p>Teaching approaches place a high emphasis on direct training which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support under the direction of the teacher to work on modified curriculum tasks where appropriate access to frequent individual/small group interventions to provide an opportunity to learn,</p>

		<p>Alternative forms of recording routinely used.</p> <p>Use of visual, auditory and kinaesthetic approaches.</p> <p>Longer processing and working time to complete tasks.</p> <p>Small step approaches.</p> <p>Resources and displays that support independence.</p>		curricular literacy skills.	Significantly below age related targets	<p>apply and embed key cross curricular literacy skills</p> <p>individual support encourage independence provide opportunities to develop independent living skills through access to targeted interventions</p> <p>To provide opportunities to engage in enrichment activities.</p> <p>Where available advice from external agencies is implemented in the classroom</p>
Social emotional mental health	<p>Presentation: Frequent, difficult, demanding or concerning behaviour.</p> <p>Occasionally displays symptoms of mental health difficulties</p>	<p>Classroom Strategies Flexible seating arrangements.</p> <p>Some differentiation of activities and materials.</p> <p>Differentiated questioning.</p>	<p>Difficult, demanding or concerning behaviour is of high frequency, intensity or duration.</p> <p>Frequently displays symptoms of mental health difficulties</p>	Wave 1+ Additional identified adults support under the direction of the teacher to support the child across the curriculum in an inclusive mainstream setting.	Difficulty managing emotional responses leading to difficult, demanding or concerning behaviour.	<p>Identified support across the curriculum.</p> <p>Frequent teaching of social and emotional skills to address behavioural targets</p>

	<p>Mild depressive symptoms.</p> <p>Mild anxiety symptoms.</p> <p>Relationship difficulties</p> <p>.</p>	<p>Awareness may need more time may be needed to complete tasks and that equality of access may mean that they need to do some things differently.</p> <p>Resources and displays that support independence.</p> <p>Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff.</p> <p>Personalised reward systems covering targeted lessons / activities.</p> <p>Use of different teaching styles.</p> <p>Clear routines e.g. for transitions.</p> <p>Careful consideration of group dynamics that enables</p>	<p>Mild depressive symptoms.</p> <p>Mild anxiety symptoms.</p> <p>Relationship difficulties.</p> <p>Moderate behavioural problems which may lead to multiple exclusions.</p>	<p>Teach social and emotional skills daily to address behavioural targets.</p> <p>Use key-working approaches to ensure the child has a trusted adult to offer short term/time limited support/withdrawal during vulnerable times.</p> <p>Personalise reward systems known to all staff in school who have contact with the child so that they can be implemented consistently across the curriculum.</p> <p>Have planned time in smaller groups in order to develop social skills and emotional regulation.</p> <p>Provide opportunities to develop self-monitoring skills at</p>	<p>Displays symptoms of mental health difficulty that may prevent regular attendance and engagement with school.</p> <p>Moderate to severe anxiety/depression.</p> <p>Thoughts about suicide.</p> <p>Deliberate self-harm.</p>	<p>Intensive use of key-working approaches to ensure the child has a trusted adult to offer support/withdrawal during vulnerable times.</p> <p>Personalised reward systems known to all staff in school who have contact with the child implemented consistently across the curriculum.</p> <p>Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the child's specific needs.</p> <p>Where available advice from external agencies is implemented in the classroom</p>
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		<p>adjustments to classroom organisation.</p> <p>Nurturing classroom approaches.</p> <p>Offering opportunities to take on responsibilities within the classroom.</p>		<p>the end of each session.</p> <p>Enable access to appropriate support to aid the development of relationships</p>		
Physical	<p>Requires modification of everyday printed materials in order to access the curriculum.</p> <p>Needs help in some aspects of mobility, orientation and independence skills</p>	<p>Requires modification of everyday printed materials in order to access the curriculum</p> <p>Considerable differentiation and / or modification needed in most subject areas.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training.</p> <p>High level of adult support for learning.</p>	<p>Requires fundamental reformatted modification to everyday printed materials in order to access the curriculum.</p> <p>Considerable differentiation and / or modification needed in all subjects.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training.</p> <p>May need constant level of adult</p>	<p>Requires fundamental reformatted modification to everyday printed materials in order to access the curriculum.</p> <p>Considerable differentiation and / or modification needed in all subjects.</p> <p>Needs formal instruction in the development of mobility and orientation skills and independence training.</p> <p>May need constant level of adult</p>		

			<p>skills and independence training.</p> <p>May need constant level of adult specialist support for learning, health and safety and risk management.</p>	<p>specialist support for learning, health and safety and risk management.</p>
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