



NORTH DURHAM
ACADEMY

DEEP SUPPORT

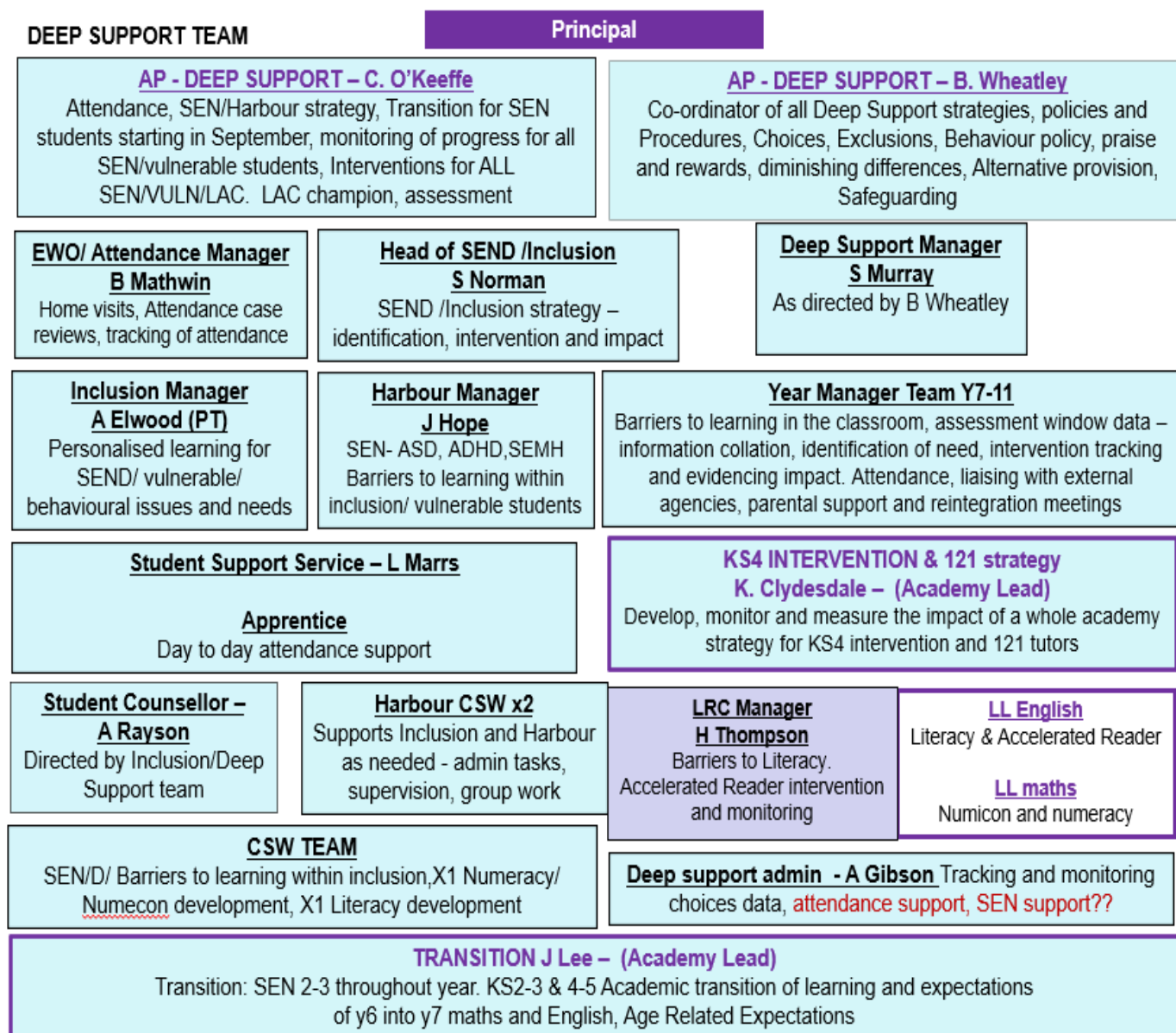
A Guide to Running a
Successful SEND and
Inclusion Room

The Harbour & The PLC

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1 - Deep Support Overview



Every role and responsibility in The Deep Support Team is crucial to supporting all students’ safety, wellbeing and positive behaviour choices.

Before a decision is made to base a child in The Harbour or PLC they need to have been through A Graduated Approach and have undertaken a thorough assessment. This should be in the form of Lucid Test, Dyslexic Screening, Dyscalculia Screening and Speech and Language Assessment. Any social and emotional stressors should be assessed through the advice of the school counsellor.

Modified timetables should always be done with the support of the Deep Support Lead and Principal to ensure that a student’s overall progress 8 and achievement score is not compromised. In the absence of the Deep Support lead, the Deep Support Manager will authorise this.

2 – SEN Overview

Some students at North Durham Academy have special educational needs which fall into four main categories; Moderate Learning Difficulties (MLD); Social, Emotional and Mental Health (SEMH); Speech, Language and Communication Needs (SLCN); and Physical Difficulties (PD). We follow a graduated approach (Appendix A) towards SEN.

Each students' needs will be identified through assessments, observations and data as well as conversations with teachers, parents and carers. Students are only identified as SEND if they do not make adequate progress, once they have had all the intervention, adjustments and good quality personalised teaching. From this if a student has an identified a special educational need they will be informed as will parents/carers and they will be allocated a key worker. A passport will be written with input from all parties to help teachers focus on the best way to help the student make progress and remove any barriers to learning. These passports are shared with all staff. The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. The CSWs and SENCo will review the passport and support on a regular basis. This applies to wave 1 students.

Students can come off the SEN register if sufficient progress is made and students' barriers have been removed. However, some students may continue to struggle further and may need further support. This may include referrals to the PLC or the Harbour, external agencies however, it may also be support or intervention offered by CSWs. Each student is an individual and their support will specifically be planned for them. This applies to wave 2 students.

If there is still little progress made and the student is experiencing difficulties then further external agencies will be involved and specific support would be put in place and strategies identified by external agencies would be put in place for the student. This may lead to an EHCP application or further funding applied for to specifically support these students. This applies to wave 3 students.

3 – Harbour and PLC proactive/reactive strategies

PLC Manager and Harbour Manager (overseen by Head of SEND) regularly monitor Assessment Window Data and Class Charts

Strategies should be proactive to support students avoid exclusions and negative behaviour choices.

The PLC and Harbour provision should complement each other. It may be appropriate to move children between the two bases based on need and student dynamics

THE HARBOUR – Proactive/ Reactive Strategies

Purpose:

To support vulnerable learners due to:

- SEND Needs – based upon Primary Area of Need (See appendix B)
- Trauma and Attachment including Bereavement
- Anxiety
- Bullying
- 2nd FTE for persistent disruption to identify if there is a learning need

Responsible for:

- Lucid testing, and other screening, analysis with Head of SEND and Inclusion team immediately
- Higher Needs Support plan based on all information gathering including links with external agencies & assessment results.
- Bespoke therapeutic interventions as per needs of student
- Social and Emotional therapies implemented
- Potential triggers within the timetable identified and bespoke timetable created. Referral to external support – ASD / speech and language / visual impairment/ / CAMHS / Educational Psychologist/EWEL/Future Steps/Occupation therapy/Toucan Education/External counselling
- Facilitating EHCP applications and identification of potential specialist provisions

Social times – Harbour pass given for:

- Quite space
- Avoidance of crowds / certain individuals
- Regulation time
- CSW support

THE PLC – Proactive / Reactive Strategies

Purpose:

To support students with learning needs due to:

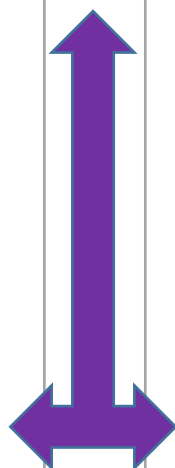
- Difficulty accessing curriculum
- Persistent failure to attend lessons or use of avoidance strategies
- Intensive support needed at KS4 (use of I2I)
- Dynamic in the classroom or harbour/Alternative Provision
- Anxiety
- Bullying/friendship issues
- Poor attainment due to poor attendance
- 2nd FTE for Persistent Disruption to identify learning need with the support of The Harbour or to complete social intervention to avoid repeat types of behaviour

Responsible for:

- RAG timetable. Timetable shared with all staff – printed and stuck in planner
- The PLC time /pass discussed with student and parent
- Deep Support Plan devised to support learning needs and improve academic progress
- Non Academic interventions to support a variety of needs
- Weekly reviews of progress and impact on FTE & behaviour choices
- Referral to alternative provision and/or external support if FTE's increase over time

Social times – The PLC pass given for:

- Dynamic of year group
- Avoidance of crowds/certain individuals
- Different lunch/break time considered for avoidance of exclusions
- Activities to avoid C4 and anti-social behaviour patterns
- Planned group intervention
- Accelerated Reading



According to the need of the student and the situation as it arises, either of the above facilities can be deemed appropriate to support the child. All interventions will be communicated with parents.

4 - Procedures

The Harbour and The PLC offer a 'traffic light' system of support.

Each colour represents where a student currently is with the aim of reintegrating back into a lesson

A referral should be made to The Harbour Manager and/or The PLC Manager (See appendix C 1,2,3,4).

Referrals will be discussed and authorised by Deep Support leads at the PLC meeting.

The Harbour/The PLC Manager should then find out information about the student through:

- a conversation with the student and parents where appropriate
- a round robin to all subject staff,
- a round robin to all support staff,
- a conversation at the PLC meeting
- Assessment tools – LUCID, dyslexia, dyscalculia, SDQ.
- AW data and Classcharts
- Contact with external agencies
- Bullying logs
- Primary school information (check the file)
- CPOMS
- EHCP or student passport or plan all accessible via Edukey

A higher needs support plan or action plan (See appendix D) should be started based on this information identifying intervention with SMART targets set with criteria for evidencing impact.

All interventions should be logged on the student's intervention tracker which can be found in the UDrive: behaviour & safety: deep support: year groups: student folder and provision map if appropriate which can be found on Edukey.

The action plan will indicate if the student is RED, AMBER OR GREEN. The interventions should be regularly reviewed and the impact recorded for each student.

RED - The student spends every lesson and tutor time in The Harbour/ The PLC. A discussion is had between The Harbour Manager / The PLC Manager and the child as to whether they can go out for break and lunch. Where possible the student is given responsibility at these times. This is authorised by the Head of Deep support. If a problem does occur then both break and lunch should be taken in The Harbour/The PLC.

AMBER - A discussion is held between The Harbour/The PLC Manager and student regarding which lessons to go into. A conversation should be had with the subject teachers whose lesson the student has chosen not to attend. The discussion should also involve a combined strategy for reintegrating the student back into the lesson. Parents should be made aware of this intervention. Their timetable should then be RAG'ed and a copy given to the student and a copy kept in the base

GREEN -The student accesses all lessons but will be given a monitoring report for 2 weeks to monitor the situation.

A C2 or harbour/ The PLC pass may then be issued to allow them to take responsibility for their own learning / behaviour.

If at any point the student is struggling they can move to amber.

The aim is always for students to feel confident in succeeding and not allow them to feel they cannot return to a normal timetable

RED students will be in The PLC for their full timetable, breaks and lunches;

AMBER students will access some of their standard timetable and be supported in The PLC for the rest of their time, they will have access to The PLC at break and lunch if required;

GREEN students will use The PLC as a resource during specified time – these students are usually completing some 1:1 provision or group intervention.

5 – The role of the Harbour

The Harbour aims to provide appropriate support and academic provision to **reintegrate** students back into main stream education. This will be individual to student need and students may access The Harbour on a full time, part time, permanent or temporary arrangement.

The Harbour is the Academy's PLC centre for the most vulnerable students with an already identified, or potential, Special Educational Need. These may be students who have disengaged from education due to a learning need or a social and emotional need. The Harbour should identify the specific needs of a student through a LUCID test, dyslexic/dyscalculia screening, Speech and Language Assessment & SEMH stressors assessment. The Harbour will engage with the school counsellor, school nurse and may engage the support of external agencies such as EWEL, CAMHS, Education Psychologist and Future steps occupational therapy service where appropriate. The Harbour should be a place where students who struggle with social interaction can go for quiet times.

Students may suffer from mental health, medical or social and emotional problems. Students with attendance issues or a recent bereavement may also be referred to The Harbour as an initial step to support regular attendance.

Individualised support should be based on academic needs as identified by the Harbour Manager over seen by the Head of SEND upon an assessment of literacy and numeracy ability. Social and emotional therapies should be integrated as part of the plan in liaison with external agencies and support network.

It is not essential to follow a child's normal timetable although this should be an aim in order to reintegrate them into mainstream. However, for some students, it may be appropriate to manage the curriculum into smaller chunks of time than hour lessons. The Harbour Manager should provide a written plan of transition back into mainstream classes that is agreed and shared with parents. (See appendix E)

Updates regarding students accessing the harbour should be brought to the PLC meeting on a weekly basis and the team updated regarding progress made. All intervention and strategies tried should be logged in the student's intervention tracker.

6 – The role of the PLC

The PLC is the Academy's Personalised Learning Centre - and works in tandem with The Harbour. The PLC Room is a support learning centre that has students working within it on a RAG'ed basis. Students who are referred to The PLC -may have more extreme behaviour issues and therefore it may not be appropriate to mix them with vulnerable/SEND students in The Harbour.

There are several areas within The PLC including a separate classroom. Students will be based in the most appropriate area to minimise disruption and maximise learning. Any student purposefully disrupting the progress or attitude to learning of others may be placed in isolation. Students at risk of harming themselves or others may also be placed in supervised isolation. The use of 'isolation' may be used for an hour or the whole day. This will be determined by the Head of Deep Support and Deep Support Manager and will be based on the severity of the incident, needs of the child and effectiveness to modify behaviour choices.

Students may also attend The PLC if they are issued a C5 - having disrupted the learning of two classes at this point. On arrival at the room, the Section A form will be signed by The PLC Manager who will decide the appropriate sanction for the remainder of the day. This may be in any area of The PLC dependant on the dynamics of the suite that day. Contact will be made home to discuss this provision and expectations. It is expected that the student has a restorative conversation with the staff member who issued the C5 to repair & rebuild their relationship.

If a child has special educational needs, work should be developed with the support of the SENCo, Head of SEND and The PLC Manager.

Individual time tables should be devised that follow a child's normal timetable but adopt a flexible approach to timings and certain subjects. Students should be encouraged to follow the regular schemes of work in all appropriate subjects and work should be provided that matches the schemes but also supports understanding of specific areas of concern. The PLC Manager liaises with teaching staff to ensure that appropriate work is provided and returned for assessment by the teacher. The PLC Manager will be responsible for completing assessment effort grade for RED students during each assessment window.

121 English, Maths and Science tutors can deliver sessions in here - working either 1:1 or with small groups of students, aiming to improve their progress and attainment. Alternative and intervention courses can be delivered to cohorts of students either during the school day or during enrichment time.

The PLC also supports the academies Persistent Absent students to support their re-integration into the Academy. Students who are school phobic, school refuser's or have very low attendance and are under the guidance of the EHNT (Education Health Needs Team) could attend the PLC for an agreed amount of time. Attendance can be tracked between the attendance officer and The PLC Manager in this way.

Some students may attend the Academy on a slightly reduced timetable. This will be agreed with the Head of Deep Support and discussed with the PLC Manager. This will be dependent on the students' needs and inability to access a full timetable. This will only ever be a short-term intervention with the intention of re integrating the student back into the Academy on a full-time timetable. Work will be provided for the student to complete a home for the hours they are not

accessing the Academy, this must be supported by parents/carers. Updates regarding students accessing the PLC should be brought to the PLC meeting on a weekly basis and the team updated regarding progress made. All intervention and strategies tried should be logged in the student's intervention tracker in the UDrive.

7 – The role of the Harbour Manager

Job description July 2020	Expectation	Rational
To manage The Harbour area	Monitor the dynamic of students in The Harbour through an effective referral system. Register all students each lesson. Meet regularly with line manager to discuss referrals and student progress.	To ensure a cohesive learning environment for all students. To ensure student's overall progress 8 and achievement score is not compromised
Produce individual timetables for students on reduced lessons and ensure relevant staff have copies; Keep the Harbour timetable up to date weekly and distribute to appropriate colleagues;	Liaise with YM through inclusion meeting to establish alternative needs for students outside of class provision. All staff are aware of where students should be for every lesson. To contribute to Inclusion meetings by updating information on the students in the Harbour.	To avoid students wandering or truanting from lesson. Ensure staff are regularly updated a to progress of students.
To liaise with teachers over suitable subject specific work for students in the Harbour; Coordinate work for all students in the Harbour – updating lesson plans as required; Maximise the use of ICT, research and introduce new technologies to support the learning process;	Working in collaboration with teaching staff & the Blended Learning Manager all work will be readily available for students in the Harbour, students should not leave to collect work from their class. New technologies need to be used to maximise and support learning	To enable all students in the Harbour area to access a curriculum to engages them in learning-
Help students to further develop literacy, numeracy, ICT, problem solving and study skills. To help students develop their language and reasoning skills and to assist students in the organisation, preparation and display of set assignment tasks;	Meet with seconds in English, maths and science to develop successful programmes of work towards meeting Age Related Expectations and target grades. Develop handwriting support / reading /problem solving/ numicon and monitor progress.	Students engage with learning and we ensure they achieve a qualification in Maths and English as a minimum

	RAG timetables with students. Visual timetables given to the students and displayed and shared with staff. Follow procedure as outlined in the Behaviour policy for reduced timetables.	
To liaise with Head of SEN to create and update action/support plans for all EMS and EHCP students	To implement agreed work programmes with individuals/groups and to be responsible for the administration of special needs procedures; To attend EHCP meetings as directed by the Head of SEN and lead on IEP/EHCP support plans	All EHCP and EMS students have up to date and appropriate support plans which are regularly reviewed in line with LA and National guidance.
To oversee the keeping and updating of records and contribute to reviews and systems of record keeping;	To ensure all members of the team in the Harbour update intervention, passports and support plans regularly. Staff collate reviews on the students and meet with parents and external agencies to update them on progress.	Accurate records are kept and support can be monitored and impact and progress assessed.
To support the sharing of information between external agencies, Academy staff and parents/carers to ensure students are provided with the best possible education and support	Make links with the Local Authority/ Alternative Provision teams: Early Help Alternative Provision Virtual Head Look at provision at local colleges Work with the Deep Support Leads to meet regularly with a range of agencies to develop a team around the child.	To develop a multi-agency, approach the supports the holistic needs of all children
Liaise with parents to improve self-esteem, behaviour, achievement and aspirations	Devise or use an existing parenting strategy. Develop a rewards strategy for students to share at home Develop group activities that supports emotional and social expectations as evidenced on EHCP plans or SENCo. Provided programmes of study for students based on Lucid testing/ AR assessments / S&L /SDQ. Use every opportunity to promote and reinforce student's self-esteem. Update the provision map with standardised criteria to measure progress, over a specific time period with an expected outcome/impact	Achieve parent support to minimise exclusion and re-engage learning. To ensure all provision is based on evidence. Students feel more confident in their own abilities. To be able to monitor the impact and effectiveness of all provision and provide evidence for Ofsted.
Establish, develop and maintain effective and supportive mentoring and other supportive relationships	Mentor students who are in The Harbour regularly.	To impact positively on reduction of consequence sanctions and build resilient and responsible students

with students and those engaged with them	<p>Liaise with all staff, monitor reports, meet parents and engage external agencies where necessary.</p> <p>Develop peer mentoring support where necessary and appropriate.</p> <p>Offer Drop In sessions for those who may want someone to talk to</p>	
Develop intervention packages on sexual health, anger management, self-esteem, bullying etc	<p>Create bespoke packages for individual and groups of learners.</p> <p>Research social and emotional aspects of learning and devise strategies/ programmes of study.</p> <p>Discuss the deployment of CSWs in The Harbour to support this wave 2 provision.</p>	To impact positively on reduction of punitive sanctions and build resilient students
<p>Produce and develop individualised action plan for individual and groups of children.</p> <p>Develop SMART targets to remove barriers to learning</p>	<p>Work with the Deep Support Team to ensure that all packages are individualised based on need.</p> <p>Discuss long term and short-term provision at inclusion meetings and with parents and students. Modify and be flexible for students who may need short term provision based on immediate need. Reduced timetables should only be used in consultation with the Principal.</p>	<p>Provision is bespoke to individual students not generic.</p> <p>Provision develops based on specific concerns raised by assessment tools and impact can be demonstrated.</p>
Support students to undertake further education, apprenticeships or employment	Develop careers information and guidance for The Harbour – individualised to need and liaise with Careers, Education, Advice, Information and Guidance lead.	Raise aspiration of learners by demonstrating realistic goals and career progression
Undertake testing to identify student needs/barriers e.g. Lucid, visual stress etc.	<p>Work with The Harbour / SENCo and CSW team to support a variety of assessments to identify different needs of students.</p> <p>Develop group activities that supports learning and emotional and social expectations.</p> <p>Students have different exam access arrangements that are implemented and overseen in the Harbour.</p>	<p>To ensure all provision is bespoke to student need and progress can be measured over time – including soft skills such as maintaining eye contact.</p> <p>Students needs are met and they are in a more appropriate setting during stressful times.</p>

8 – The role of the PLC and Choices Managers

Job description September 2020	Expectation	Rational
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To lead, develop & manage the PLC & choices room	Robustly monitor the dynamic of students in The PLC & choices room through an effective referral system.	To ensure a cohesive learning environment for all students. To ensure student's overall progress 8 and achievement score is not compromised
To identify cohorts of students for alternative curriculum routes by liaising with the relevant Year Managers, Harbour staff & Deep Support Leads	<p>Liaise with Deep support leads & YMs through PLC meeting to establish alternative needs for students outside of class provision. Mirror work done in class or find alternative provision to engage learners. To identify and plug gaps in knowledge across the curriculum.</p> <p>Working in collaboration with teaching staff & the Blended Learning Manager all work should be readily available for students in the PLC, Students should not leave to collect work from their class.,</p>	<p>To enable all - students in the PLC or choices room to access a curriculum to engage them in learning</p> <p>To avoid students wandering or truanting from lesson.</p>
Job description September 2020	Expectation	Rational
Deliver alternative courses to provide relevant qualifications	<p>Research and develop alternative courses that engage learners. Provision should support specific concerns raised by assessment tools and impact must be demonstrated. Use outside agencies if necessary to upskill or deliver</p>	<p>To provide provision that is bespoke to individual students not generic. To ensure students engage with learning and achieve a qualification in maths and English as a minimum</p>
Liaise with external agencies to find appropriate pathways for the students involved to ensure the vulnerable students are provided with the best possible education	<p>Make links with the Local Authority/ Alternative Provision teams: Early Help Alternative Provision Virtual Head Look at provision at local colleges</p>	Triangulate provisions for maximum impact
Liaise with parents to improve self-esteem, behaviour, achievement and aspirations	<p>Devise or use an existing parenting strategy. Develop a rewards strategy for students to share at home Develop group activities that supports emotional and social expectations as evidenced on</p>	<p>Achieve parent support to minimise exclusion and re-engage learning.</p> <p>To ensure all provision is based on evidence.</p>


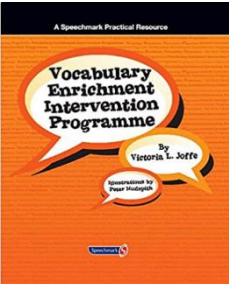
	EHCP plans or as directed by PLC Coordinator / SENCo. Provided programmes of study for students based on Lucid testing/ AR assessments / S&L etc. (Liaise with PLC deep support administrator to update the provision map weekly with standardised criteria to measure progress, over a specific time period with an expected outcome/impact)	To be able to monitor the impact and effectiveness of all provision and provide evidence for Ofsted.
Establish, develop and maintain effective and supportive mentoring and other supportive relationships with children and young people and those engaged with them	Mentor students who are the PLC or choices room regulars. Liaise with all staff, monitor reports, meet parents and engage external agencies where necessary. Develop peer mentoring support where necessary.	To impact positively on reduction of consequence sanctions and build resilient students
Develop intervention packages on sexual health, anger management, self-esteem, bullying etc	Create bespoke packages for individual and groups of learners. Research social and emotional aspects of learning and devise strategies/ programmes of study. Discuss the deployment of CSW's in The PLC Room to support this wave 2 provision.	To impact positively on reduction of punitive sanctions and build resilient students
Contribute to assessment processes both internal and external. Working collaboratively with specialist support services and Academy staff	Use tracking system / provision map to show the impact of external provision and/ or internal packages.	To demonstrate progress of all learners in every provision.
Job description Jan 2019	Expectation	Rational
To support the sharing of information between local agencies, schools, authorities and other learning mentors. Be the single point of contact for accessing a range of community and business-based programs and specialist support services, for example the Social and Youth Services, the Education Welfare	Establish links with all agencies to best support our children. Work with the Deep Support Leads to meet regularly with a range of agencies to develop a team around the child.	To develop a multi-agency, approach the supports the holistic needs of all children


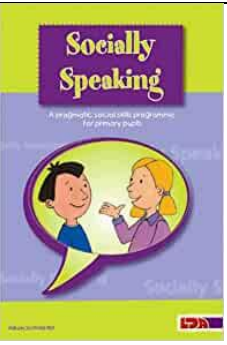
<p>Service, the Probation and Youth Offending Services etc.;</p>		
<p>Produce and develop individualised action plan for individual and groups of children. Develop SMART targets to remove barriers to learning</p> <p>To work collaboratively with local agencies to offer complementary programs of support for youngsters in Academy where applicable</p>	<p>Work with the Deep Support Team to ensure that all packages are individualised based on need.</p> <p>Discuss long term and short-term provision at PLC meetings and with parents and students. Modify and be flexible for students who may need short term provision based on immediate need. Reduced timetables should only be used in consultation with the principal. Meet with seconds in English, maths and science to develop successful programmes of work towards meeting Age Related Expectations and target grades.</p> <p>Develop handwriting support / timetables / numeracy ninjas etc. and monitor progress. RAG timetables with students as directed by the Head of Deep Support. Follow procedure as outlined in the Behaviour policy for reduced timetables.</p>	<p>Provision is bespoke to an individual student not generic. Provision develops specific concerns raised by assessment tools and impact can be demonstrated. Students engage with learning and we can ensure they achieve a qualification in maths and English as a minimum</p>
<p>Support students to undertake further Ed, apprenticeships or employment</p>	<p>Develop a careers programme for The PLC Room – individualise to need and liaise with Careers Inc and Academy Careers Lead.</p>	<p>Raise aspiration of learners by demonstrating realistic goals and career progression</p>
<p>Develop, agree and implement a time bound action plan with groups and individual children. Undertake testing to identify student needs/barriers e.g. Lucid, visual stress etc.</p>	<p>Work with The Harbour / Head of SEND and CSW's to support a variety of assessments to identify need. Support and help organise the Lucid testing strategy to assess the whole school</p> <p>Develop group activities that supports learning and emotional and social expectations.</p>	<p>To ensure all provision is bespoke to student need and progress can be measured over time – including soft skills such as maintaining eye contact.</p>

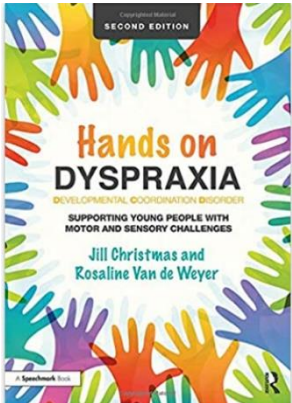
9 - Deep Support Team Job descriptions (See Appendix F 1,2,3,4,5,6)

10 - Examples of Harbour/PLC interventions

Area of need	Intervention programme	What it does	How to monitor impact
Literacy	Skill Builder Booklets Y7,8 and 9 (See appendix G 1,2,3)	All aspects of grammar and literacy	Assessment before and after – Lucid would indicated improvements
Physical and Sensory	Future step Occupational Therapy	Identifies SPD and difficulties and underdevelopment of proprioceptive and vestibular system, delivered by external Agencies with Therapies delivered by trained Harbour Staff using bespoke programme written by OT to support the development, regulation and arousal and calming of systems. Can only be delivered by staff that have completed OT training.	Pre and post assessments completed externally. Monitored via in school C4 and C5 systems.
Handwriting	Speed Up	 <p>Can be delivered individually or as a small group. Resources required.</p>	Pre and post assessment and screening contained within the resources. Increase in handwriting speed (wpm)
Handwriting	Future steps handwriting programme	Build strength in core muscles and then to extremities to enable the student to develop strength and dexterity and core balance and control. Use of therapy equipment required as horizontal and vertical working, working across midline and developing pathways in brain.	Pre and post assessment (free writing – judgement on size, orientation and spacing) Increase in wpm to be seen.
Reading	Toe by Toe / Word Wasp	Provided support for student who struggle to decode text and are not fluent readers. 20 minutes per day 1:1	Combine with AR star testing to measure impact
Numeracy	Numicon	Numicon emphasizes three key aspects of doing mathematics:	Numicon assessments

<p>Suitable for high and very high learning needs</p>		<p>communicating mathematically exploring relationships generalizing. Should ideally be delivered 1:1 or small group</p>	<p>pre and post. Dyscalculia screening to identify need.</p>
<p>Difficulties in Maths</p>	<p>Hegarty Math's</p>	<p>Hegarty Math's is an educational subscription tool used by schools in the United Kingdom. It is sometimes used as a replacement for general mathematics homework tasks. To be used in conjunction with Class Teacher. Can be used as a 1:1 coaching tool</p>	<p>Assessment Window data and Dyscalculia Screening.</p>
<p>Difficulties in Maths</p>	<p>White Rose Math's</p>	<p>Premium Resources and online learning. Access to pre and post assessments, interactive lesson and tasks lined to year group.</p>	<p>Pre and post assessments available through premium resources. Students identified through AW data and Dyscalculia screening.</p>
<p>Difficulties in Maths</p>	<p>Target 3 and Target 5</p>	<p>Aimed at supporting students to achieve a Grade 3 and 5 and linked to exam content for KS4. 2 books for each grade – Algebra and shape and Number and statistics.</p> 	<p>The books are not intended for use by the student alone, they are designed for a student and coach to work through together. The "coach" can be anyone.</p>
<p>Speech, Language and Communication Needs</p>	<p>Joffe Vocab Vocabulary Enrichment Program: Enhancing the Learning of Vocabulary</p>	 <p>Tier 2 vocabulary learning.</p>	<p>Speech and Language Screening</p> <p>Expressive Vocab pre and post tasks</p>

<p>Speech, Language and Communication Needs</p>	<p>Joffe Narrative</p>	<p>A Speechmark Practical Resource</p>  <p><i>The Narrative Intervention Programme:</i></p> <ul style="list-style-type: none"> • focuses on enhancing the understanding and expression of stories in students aged from 8 to 18 with language and communication difficulties • aims to create an awareness of how storytelling can be used to enhance learning in school and social interactions in school and home environments • facilitates storytelling • enhances the joy and enjoyment in telling stories • identifies different types of narratives and provide examples for each type • encourages effective listening and attention skills • examines different means of making story production more interesting through vocal variety, body language and print • encourages the use of the story planner in planning and structuring essays in the classroom and for homework 	<p>Speech and Language Screening</p> <p>Free Writing Task</p>
<p>Communication Needs</p>	<p>Socially Speaking: Pragmatic Social Skills Programme for Students with Mild to Moderate Learning Disabilities</p>		<p>Screening included within resource.</p>
<p>Dyspraxia</p>	<p>Hands on Dyspraxia</p>	<p>It offers an understanding of developmental coordination disorder (DCD), and the impact that this can have in both home and school settings. Each chapter offers practical 'hands-on' strategies, activities and ideas for managing the effects of the condition as</p>	<p>Use pre and post assessment tool from Speed Up</p>

		<p>well as providing a sound medical and physiological understanding of the condition to facilitate access to education and everyday living.</p> <p>Each chapter contains:</p> <ul style="list-style-type: none"> • A clear explanation of potential challenges that people with DCD and coexisting conditions face, with an introductory definition, along with reference to current terminology • Exploration of the implications of these challenges on home life, educational and social environments • Practical strategies and ideas to help the child or young person reach their full potential 	
<p>Reading and language</p>	<p>Lexia</p>	<p>Students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) only when they require support.</p>	<p>Computer package has its own assessment – LEXIA RAPID</p> <p>This research-based, computer-adaptive reading and language assessment allows educators to gather predictive, norm-referenced data up to</p>

			three times a year, with immediate scoring and reports.
Reading comprehension	Accelerated Reader	Accelerated Reader is a powerful tool for monitoring and managing independent reading practice, motivating your students to read for pleasure.	STAR testing
Reading	Dockside Reading Scheme	High Interest Low ability reading scheme with supplementary tasks for word and comprehension skills. Can be delivered as a guided or individual reading.	Suffolk Reading Age Test

11 - Assessment tools to measure impact

LUCID EXACT (Access Arrangement indicator)

Whole school strategy to assess reading comprehension, handwriting/typing speed and processing abilities. Exact is the literacy test that makes it easy to screen all your students to identify who may be entitled to extra exam access arrangements, enabling you to support students' learning needs from the outset.

LUCID RAPID (Dyslexia identification)

Rapid is the solution for quick group/class screening for dyslexia in students aged 4 to 15. It's made up of three enjoyable and non-threatening tests that are sensitive cognitive indicators of dyslexia. Each screening component has been individually standardised, to maximise accuracy in detection of dyslexia and prevent dyslexic children 'slipping through the net'.

STAR Reading (Accelerated Reader Assessment)

Star Reading gives you access to an accurate set of data to inform your teaching and your children's reading practice:

- National Curriculum reading level
- Reading age (in years and months)
- Zone of Proximal Development:
- The range of difficulty level of books a child should read to allow for independent reading

Norm Referenced Standardized Score:

- How a child compares nationally with others of a similar age

Percentile Rank:

- A norm-referenced score that provides a measure of a child's score compared with other children of the same age nationally

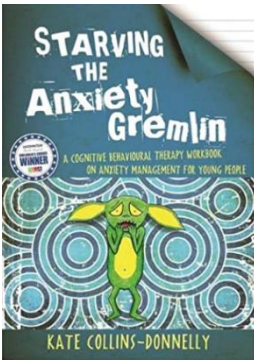
Scaled Score:

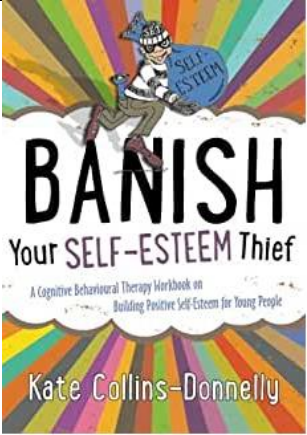
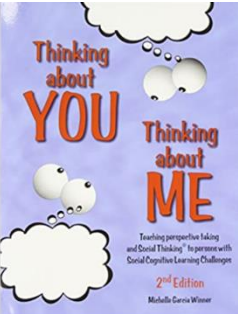
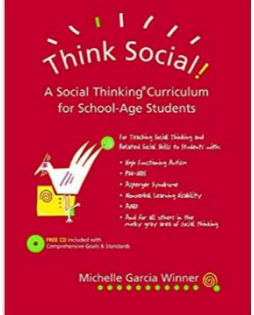
- A measure of a child's progress against the expected standards in the new reading curriculum

DASH (Access Arrangement indicator)

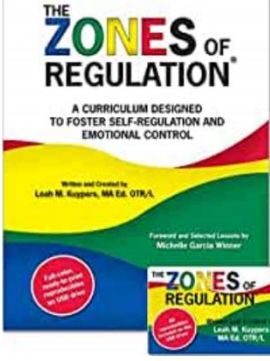
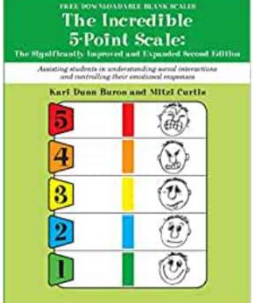
Detailed Assessment of Speed of Handwriting (DASH 17+)

12 - Interventions for Social, Emotional and Mental Health Needs (non-academic)

INTERVENTION STRATEGIES			
Area of need	Intervention	What it does	How to monitor impact
Anxiety	Starving the Anxiety Gremlin	<p>Starving the Anxiety Gremlin is a unique resource to help young people understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. Based on cognitive behavioural principles that link thoughts, feelings and behaviours, the techniques described help young people to understand why they get anxious and how they can 'starve' their anxiety gremlin in order to manage their anxiety. This engaging workbook uses fun activities and real-life stories, and can be used by young people aged 10+ on their own or with a parent or practitioner. It is also an ideal anxiety management resource.</p> 	SDQ pre and post screening and assessment
Anxiety and stress	Head space App	Anxiety is a cognitive state connected to an inability to regulate emotions. But research shows that a consistent meditation practice reprograms neural pathways in the brain and, therefore, improves our ability to regulate emotions.	SDQ Pre and post

	<p>Banishing the Self Esteem Thief</p>	 <p>This workbook will show students what self-esteem is, how it develops, the impact it can have and how all this applies to their own self-esteem. Using cognitive behavioural and mindfulness principles and techniques, this workbook will help students change how they think and act in order to build positive self-esteem, protect their Self-Esteem Vault and banish their Self-Esteem Thief.</p>	<p>SDQ Pre and Post screening</p>
<p>Communication Difficulties</p>	<p>Thinking about you Thinking about Me</p>	 <p>This book addresses the different ways this problem can present itself, the current thinking on how to approach the problem and a wealth of exercises and activities that can immediately be applied to the student. Illustrated with clear diagrams and tables, and with photocopiable handouts, this accessible text will be invaluable for anyone assessing, living with or teaching children and adults with this most abstract of all learning disabilities</p>	<p>Pre and post assessment tool</p>
<p>Communication Difficulties</p>	<p>Think social</p>	 <p>This comprehensive curriculum, breaks detailed lessons into eight chapters demonstrating how lessons evolve from working as a member of a group and observing others, through behavioural self-monitoring, interpreting and producing non-verbal/verbal responses and cues, while also providing hands on strategies for learning about many other areas of social complexity.</p>	<p>Pre and post assessment tool</p>
<p>Emotional resilience</p>	<p>Gilly the Giraffe</p>	<p>This activity book developed by expert child psychologist Dr Karen Treisman</p>	<p>Use *Assessing 'soft' skills below</p>

		<p>combines a colourfully illustrated therapeutic story about Gilly the Giraffe to help start conversations, which is followed by a wealth of creative activities for children to explore and build upon some of the ideas raised in the story, and beyond! The activities are accompanied by extensive advice and practical strategies for parents, carers and professionals on how to help children aged 5-10 boost their self-esteem and confidence. Ideal for student with lower developmental maturity.</p>	
Emotions and Self Esteem	The Feelings Art Book	<p>The accompanying instructions and guidance are now available online, with a clearly stated aim for each activity, a suggested outline of how to facilitate and three optional follow-on ideas. There are now also three Monitoring and Evaluation templates included in the online booklet, one for individual work, one for group work and one for whole-class work.</p> <p>The resource is divided into three themed sections:</p> <ul style="list-style-type: none"> • Self Esteem: Activities exploring identity, personal empowerment, aspirations and values, and important relationships in a child's life • Emotions: In this section, children are invited to consider a range of complex feelings such as excitement, jealousy and disappointment • Empathy and Imagination: These activities guide children towards an awareness of other people's experiences, emotions and feelings 	Evaluation Templates
Recognising Emotions	Zones of Regulation	<p>The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called</p>	<p>SDQ screening</p> <p>Monitoring of C4 and C5</p>

		 <p>THE ZONES OF REGULATION A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL Written and Created by Leah M. Kappeler, MA Ed. OTR/L Foreword and Selected Lessons by Michelle Garcia Winner</p>	<p>“zones,” with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one</p> <p>to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students’ understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others’ facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem-solving skills.</p>	
	<p>The Incredible 5 Point Scale</p>	 <p>THE INCREDIBLE 5-POINT SCALE The Significantly Impaired and Expanded Second Edition Assisting students in understanding social interactions and controlling their emotional responses Karl Dunn Baron and MITI Curtis</p>	<p>Assisting Students in Understanding Social Interactions and Controlling Their Emotional Responses</p>	<p>Monitoring of C4 and C5</p> <p>SDQ pre and post assessment</p>
<p>Grief and Bereavement</p>	<p>Helping Children with Loss</p>	<p>This is a guidebook to help children who:</p> <ul style="list-style-type: none"> • are suffering from the pain of loss or separation from someone or something they love deeply • have had a parent, relative or important friend leave or die • are obsessed with their absent parent • have lost someone they love, but have never really mourned • are trying to manage all their painful feelings of loss by themselves • feel that they have lost the love of someone they love deeply 		<p>Use *Assessing ‘soft’ skills below</p>

		<ul style="list-style-type: none"> • are suffering from separation anxiety • and are adopted or fostered children who miss their birth parent terribly. <p>Helping children with loss using this engaging story and practical guidebook you can help children suffering from the pain of loss or separation. They may be: grieving for the death of a parent, relative or important friend; obsessed with an absent parent; struggling to mourn a loss; trying to manage all of their painful feelings by themselves; suffering from separation anxiety; and adopted or fostered children who miss their birth parent</p>	
Coping with a medical diagnosis	Beads of Life	A narrative Therapy group for children. See Resources in Deep Support Folder.	Use *Assessing 'soft' skills below
Self-Harm	Can I tell me about Self-Harm	This describes what self-harm is, along with the wide range of behaviours that qualify, why teens do it, and how to get help if you feel the need to self-harm. Reflecting on the different aspects of self-harming behaviour, including treatment of injuries and scars, this concise introduction dispels common myths and offers helpful resources to break the cycle of self-harm. By initiating the conversation around self-harm, this guide will offer alternative avenues for children and young adults to pursue when dealing with big feelings, such as professional counselling, distraction, and friends and family	Use *Assessing 'soft' skills below
Self-Harm	Calm Harm	<p>Download the free App</p> <p>Calm Harm is an award-winning app developed for teenage mental health charity stem4 by Dr Nihara Krause, Consultant Clinical Psychologist, using the basic principles of an evidence-based therapy called Dialectical Behavioural Therapy (DBT)</p>	Use *Assessing 'soft' skills below
Social Skills	Talk about Children Developing Social Skills	Social competence is an essential aspect of our quality of life and this resource will help to develop these skills in young children. This resource creates the second level of the <i>Talkabout</i>	Pre and post assessment

		<p>hierarchy, where self-awareness comes before non-verbal skills and non-verbal comes before verbal, with assertiveness coming last.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • an assessment framework • planning and evaluation forms • a three-term intervention plan for schools • over 60 structured activity sessions focussing on social skills • all the supplementary handouts and images needed to deliver the sessions. 	
Social Skills	Talkabout Children Developing Friendships	<p>Resources include:</p> <ul style="list-style-type: none"> • an assessment framework • planning and evaluation forms • a three-term intervention plan for schools • over 25 structured activity sessions focussing on friendship skills • all the supplementary handouts and images needed to deliver the sessions 	Pre and post assessment
Social Skills	Talk about Children Developing Social Communication Skills	<p>Beginning with a basic assessment procedure to evaluate the client's self-awareness, as well as the awareness of others, it is divided into six levels:</p> <ul style="list-style-type: none"> • Improving the awareness of self and others, including physical appearance, likes, dislikes and problem solving • Allowing clients to assess their own communication skills • Taking the client through eight levels of body language • 'Talkabout the way we talk' improving paralinguistic skills • Taking the client through the processes needed to improve conversational and listening skills 	Pre and post assessment

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> Awareness and use of assertiveness skills | |
|--|--|---|--|

13 – Key strategies for students with ADHD

- Simplify instructions, scheduling and choices
- Support participation through individual cues to stay on task, avoiding attention to differences
- Try not to use sarcasm as this is difficult to understand
- Check for understanding by asking to demonstrate how they have arrived at an answer
- Allow extra time for answering questions, at least 15 seconds before giving answer/asking the next student
- Provide with extra breakdowns/explanations-peer mentoring/modelling will be helpful
- Explain how to correct own mistakes EG remind how to check calculations in maths
- Divide work into smaller units EG 5 maths questions at a time
- Prompt to stay focussed
- Use of visual timetable and key word grids
- Highlight key words on worksheets before giving to the child
- When reading allow them to write down key words to remind them of the text

14 - Assessing ‘Soft’ Skills

Set three targets at the end of every session and review at the beginning of the following session. File evidence with work book.

TARGET	<ul style="list-style-type: none"> • _____ •Rate how you did Bad 1 2 3 4 5 Good
TARGET	<ul style="list-style-type: none"> • _____ •Rate how you did Bad 1 2 3 4 5 Good

PLC Programme Student Personal Evaluation: (See appendix H)

Complete before the programme to assess most appropriate intervention strategy and then after to compare scores for impact.

15 - Rebound

Reintegration back to the classroom procedure:

Every student will be different. The decision to re integrate a RED or AMBER student back into classroom learning will be based on a discussion with the child and preferably the parents. This should be outlined in the Action Plan (See appendix I)

Information about the child, intervention techniques and successful impact should be shared with all staff BEFORE reintegration. Staff should also be made aware of what is expected of that child and if a pass is required. The student should return to classes with a Rebound Target Card or Positive Report Card to monitor reintegration. (See appendix J)

The Head of Deep Support should always authorise a student returning to their mainstream lesson, and in their absence the Deep Support Manager will oversee this.

16 – Other roles of the Harbour/PLC

In consultation with The Head of Deep Support it may be appropriate to issue some students with the following passes:

16.1 C2 Pass / time out (to prevent escalation to C4/C5)

These should be given on a strict timescale and monitored weekly. A C2 pass may be issued for all lessons or for specific lessons identified on Class Charts by the Learning Manager, Harbour or PLC Manager. If it is issued for every lesson, then a restriction of how many times it can be used in a day should be established & clearly recorded on the pass. Students should be advised on using it respectfully and responsibly – with the aim of always trying to modify behaviour to remain in class. It cannot be used if a C3 is issued. Students should be advised that abuse of the C2 pass will lead to its removal. Every time the C2 pass is used the Harbour or PLC Manager should log this to ensure it is used effectively and not abused.

16.2 Social Pass to Bridge or the PLC

This pass should only be Issued to vulnerable students who find social times too intimidating. Students may bring their dinner or break time snack to The Harbour or the PLC on production of the pass. These passes should always be discussed with parents/carers and closely monitored not to isolate the student any further. Where capacity is available intervention may be required at this time to support the student and integrate them into accessing social times.

17 - Transition

17.1 New Starters

The Harbour Manager should attend the child's induction meeting with Year Managers. Strategies should be discussed that will support the child succeed in the Academy. Liaise with the Year Manager to find a suitable buddy that will be available to support them and follow the same timetable.

LUCID and/or other assessments should be done and the SENCo and Head of PLC should build a positive relationship with the student and create a one-page profile to support a slow transition into lessons. Share relevant information with all staff via email and through staff briefings.

Pass information on assessment and work completed to all relevant staff. Copies of all assessments prior to their start should be obtained from previous settings.

17.2 Year 6 Vulnerable students

Transition for all SEN/D or vulnerable students should begin as soon as possible. Information of student numbers will be known to the Local Authority Admissions Department by November. Liaise with the Deep Support Lead to establish know SEN/D vulnerable students and begin gathering information about these students. The Harbour and The PLC Manager should work with the AP for Transition to plan a programme to start transition as early as possible. Visits to the

Academy should be arranged from January onwards with a plan to integrate gradually before September. This can be as individuals or as groups.

LUCID testing and other assessment should also be 'drip fed' into the visits to ensure accurate understanding of need is established. All review meetings should also be attended by the SENCo/SEN LL or Associate Teacher.

17.3 Peer mentoring

Liaise with the Student Voice Lead to develop peer support at social and or tutorial times. This may involve paired reading, communication development or craft/Lego clubs. Peer Mentors should be positive role models and may offer support with issues such as confidence, self-esteem, friendship, bullying, organisational skills, resolving conflict.

Peer Mentors should be trained to listen and provide non-judgemental advice. They should be trained on being discrete and trustworthy and pass on any concerns to an appropriate member of staff.

18 – Breakfast/Break/Lunch club

Offer food and a hot drink every morning for vulnerable students 8am to 8.25am. Break and lunchtime quiet time for vulnerable students who do not like crowds or feel intimidated in a busy place.

19 – Enrichment

Intervention group work on a variety of issues and activities. Liaise with the school nurse/ other external agencies to develop enrichment activities.

EG Lego club, gardening, sign language, board games etc.

20 – Removal/Detention room

In consultation with your Deep Support Lead, it may be appropriate for some students (particularly ASD students) to have The Harbour or The PLC as their permanent removal or detention room. This will minimise situations escalating and will enable the SENCo and The PLC Manager to discuss strategies to support issues in class.

21 – Access arrangements

The Harbour or The PLC may be used to 'house' vulnerable and anxious students during the exam season. This should be organised in liaison with the leads of Deep Support, Deep Experience and the Examination and Data Manager.

22 – Parent evening

Invite parents of student who access The Harbour or The PLC to parent's evenings. Discuss issues and progress being made to support the child return to classroom learning.

For Appendices see DEEPS booklet Appendices located in the Udrive; Staff Shared, Behaviour and Safety, DEEP Support 20-21, Policies and Guides, Deep support booklet 20-21