

## Carleton High School SEND Offer

	Whole school setting response. Universal Quality First teaching.	Targeted support for individuals or small groups.	Specialised individual support.
	Wave 1	Wave 2	Wave 3
Curriculum	<ul style="list-style-type: none"> <li>• Access to a differentiated curriculum</li> <li>• Access to differentiated resources to support a mainstream curriculum.</li> <li>• Support from whole school behaviour and pastoral systems and policies.</li> <li>• Access to a variety of options choices at KS4.</li> <li>• Access to a wide variety of extra-curricular and enrichment activities.</li> <li>• Access to Step Up resource base when appropriate.</li> <li>• Access to additional booster sessions.</li> <li>• Regular data collection and analysis to identify early underachieving subgroups and individuals.</li> <li>• Continuous tracking and monitoring to identify underachievement.</li> <li>• Reading buddies.</li> <li>• DEAR.</li> <li>• Form Time reading for pleasure.</li> <li>• Lexia.</li> </ul>	<ul style="list-style-type: none"> <li>• Small class provision with differentiated/alternative curriculum model.</li> <li>• Literacy intervention on 1-1 or small group basis for students falling below reading age 9.5.</li> <li>• Social skills group at Key Stage 3/4 where appropriate, supported by Education Psychologist.</li> <li>• Anger management group work.</li> <li>• Additional support staff mentoring and small group teaching for Maths and English.</li> <li>• Allocated mentor for students studying under full or part time offsite provision.</li> <li>• Additional taster sessions for college and offsite provision/learning.</li> <li>• CIC mentoring.</li> <li>• Maths intervention.</li> <li>• English intervention.</li> <li>• One Page Student Profile.</li> <li>• Core Skills teaching group.</li> </ul>	<ul style="list-style-type: none"> <li>• ESA allocated where appropriate and where funding allows, dependant on need and resources available.</li> <li>• Access to specialised equipment to support individual learning in consultation with appropriate external services.</li> <li>• Access to appropriate external services and agencies.</li> </ul>

<p><b>Support (Achievement, emotional and Physical) and wellbeing</b></p>	<ul style="list-style-type: none"> <li>Continued support through the pastoral system and Year Leader structure including allocated form tutor.</li> <li>Mentors available in KS3 to match need Weekly mentor meetings with ESA for students with an ECHP or MSP.</li> <li>Peer to Peer support.</li> <li>Extensive programme of PSHCE/ British values.</li> </ul>	<ul style="list-style-type: none"> <li>All children who are EHCP to have access to an SEN mentor.</li> <li>Allocated EAL mentor.</li> <li>Additional transition morning for vulnerable students.</li> <li>Additional transition morning for students who will access core skills.</li> <li>Allocated CIC mentor.</li> </ul>	<ul style="list-style-type: none"> <li>Access to external services and support through individual referrals as appropriate.</li> <li>Allocated KS3 mentor where appropriate.</li> <li>Allocated transition mentor.</li> <li>Access to Student support worker to facilitate CAFs and CIN where appropriate;</li> </ul>
<p><b>Teaching Approaches</b></p>	<ul style="list-style-type: none"> <li>All teaching staff, and selected support staff, to receive training for inclusion through CPD.</li> <li>All staff have access to Teaching and Learning focus groups to assist with resources and differentiation.</li> <li>ITT students to have dedicated inclusion, literacy and differentiation training.</li> </ul>	<ul style="list-style-type: none"> <li>Highly differentiated core skills curriculum with specialist teachers and increased support where appropriate.</li> <li>ESAs to receive a programme of training throughout the year to promote independence and teamwork with individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Support within the classroom environment through the use of ESA.</li> <li>Support from SEND resources for individual lessons, with a priority on English and Maths.</li> </ul>