

## Thamesmead School Waves Provision Map – School Offer for Students with SEND 2024-2025

Teachers are responsible and accountable for the progress of students in their classes, including SEND students that have support from Teaching Assistants. High Quality First teaching, differentiated for individual students is the first step in responding to students that have or may have SEND needs.

*“Special education provision is an educational or training provision that is additional or different from that made for other students of the same age, i.e. it is provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, teaching.”<sup>1</sup>*

The purpose of this matrix is to show the levels of SEND support available to students at Thamesmead in order that every student receives an education that enables them to make progress so that they achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.

Wave / Need	Cognition and Learning	Communication & Interaction (Inc. ASD & ASD Anxiety)	Medical / Physical / Sensory	Social, Emotional & Mental Health
<b>Wave 1a</b> All students (SCC ‘universal’)	All Years: Quality first teaching - inclusive curriculum, planning, activities, delivery and outcomes, increased visual aids/modelling, assessment of literacy, literacy challenge sheets, dictionaries, use of writing frameworks, Software to aid learning (Hegarty, Timetables Rock Stars, Lexia, Accelerated Reader, and Sparx), structured seating plans, critical and reasoning skills, keywords and simplified language (word walls, vocabulary books, and explicit teaching of words).			
	All Years: Inclusive and supportive Pastoral care –consistent tutors, Head of Year transitioning with year group, Inclusion team, vertical House System, pastoral managers			
	All Years: Whole school behaviour policy (rewards and sanctions)			
	All Years: Careers advice and support			
	Year 7: SATs/Teacher assessed scores and baseline testing on arrival (MidYIS); Primary school files and teacher information from large feeder school visits. SENCo & DSL meetings.			
	All Years: Data collection; Progress reports; Parent consultation evenings; target setting and monitoring			
	All Years: Subject specific interventions e.g. attendance at afterschool support			
	All Years: Thamesmead extra clubs and subject activities to support and enhance learning			
<b>Wave 1b</b> Students with marginal SEND needs and SEND Monitoring students (Still SCC ‘universal’)	All Years: Tutor and Head of Year pastoral support (e.g. attendance reports; behaviour reports; peer mentoring; medical room access)			
	All Years: Break and lunch SEND/Inclusion support (e.g. access to SSR room or homework club)			
	All Years: Tutor, pastoral manager and Head of Year pastoral support (e.g. access to Inclusion team; staff mentoring; Attendance Officer, queue passes, exit cards, Inclusion Officer interventions; Family Support Services, Social worker)			
	Year group: Ordinary Available Provision, specific year group interventions include SEND specific homework detentions, external mentors for students, additional Lexia work, additional booster for KS4 students.			
	Years 10 & 11: SLT mentoring; targeted subject interventions; targeted Thamesmead extra sessions; targeted exam preparation			
	Tutor time intervention: Maths mentoring, literacy (Lexia), handwriting skills, organisation skills	TA break / lunchtime support: check ins at the start and end of each break with year group TAs	Reasonable adjustments and adaptations made to site, lesson activities or resources, use of Lift and re-rooming from C floor	TA tutor time intervention: Wellbeing check-in, ELSA check-in
Dyslexia traits support: Dyslexia friendly classrooms – slides are off white, size 20 font, handouts size 2 and Sans serif font, visual aids, chunking of tasks	Year 6 into 7 transition: additional and personalised sessions	Routine access to the school medical team for management of medication (eg insulin).	Healthy relationships and maintaining boundaries sessions East to West, Lego therapy, ADHD support or ELSA.	
Additional targeted and timetabled: Literacy lessons, Maths lessons				
In addition to Wave 1...	SEND Weekly Updates: re changes, strategies, actions to support students			

<p><b>Wave 2</b></p> <p>Students with either short to medium term (less than 1 year) or additional SEND needs. Typically SEND Support students (K). (SCC 'low cost/high incidence')</p>	SEND support students (K): Personalised student passports (strategies to support teaching and learning)			
	SEND support students (K): Personalised targets (half yearly assess, plan, do & review)			
	SEND support students (K): SEND department lead contact with parents and agencies			
	Year 6 into 7 transition: Additional SEND Induction sessions; follow-up primary school visits			
	All Years: mentoring and support from TA Leads & SENCo			
	TA SLCN Lead: L Soanes	ASD Lead: S. Walker	TA Physical & Sensory Lead: E Taylor	ELSA: S. Barnes
	TA tutor time intervention: Laptop skills; dyslexia support	TA tutor time intervention: SEND SSR room	TA tutor time intervention: collect & check specialist equipment	Wellbeing checks with TAs
	SEND targeted and timetabled: Literacy lessons and Lexia, Maths lessons	SEND targeted and timetabled: Speech and Language support	Provision of additional or specialist equipment e.g. yoga mat to be used in conjunction with PE lessons	Timetabled ELSA sessions including small group and 1:1 – ASD and anxiety support
Access to laptop in lessons to support learning needs	Intervention and Advice from outside agencies including SLCN, ASD outreach	Intervention with the school nurse, outside agency support via PSSS	East2West mentoring and support sessions (Inc. relationships, bereavement)	
Toe by Toe Reading programme	Pyramid Club	In class TA support with equipment and to support movement	IO service, Family support, Surrey Young Carers, Home School Link Worker	
<p>In addition to Wave 1&amp;2</p> <p><b>Wave 3</b></p> <p>Students with long term (1 year+) &amp; substantial needs. Typically EHCP students (E). (SCC 'high cost/low incidence')</p>	SEND support students (E): Specialist provision as advised by Education and Health Care Plan			
	Annual Reviews: with student, family, SENCo, Head of Year, Case Worker (& possible sixth form transition)			
	Potential altered timetable where all stakeholders agree e.g. Year 10 & 11 SEND Pathway – exceptional circumstances reduced timetable. Reduced homework KS3			
	Exam Access Arrangements (as agreed with school Assessor/SENCo, evidenced as normal way of working, adhering to the Equality Act 2010 & JCQ approved)			
	External agency support (where appropriate & available) e.g. SCC Educational Psychologist or Learning & Language Support	External agency support (where appropriate & available) such as SCC Speech & Language Therapist, Limpsfield Grange (ASD)	External agency support (where appropriate & available) e.g. SCC Physical & Sensory Support HI / VI, SCC Physiotherapy, GSOH or St Peter's nurses, Occupational Therapist	External agency support (where appropriate & available) e.g. CAMHS or SCC Specialist Teacher of Inclusive Practice Support & A2E support
		1:1 and small group SLCN work – led by trained TA and with support from SLT therapists	Wrap around care including one-to-one break and lunchtime support (e.g. diabetic monitoring)	Individual rewards, mentoring, counselling and reintegration programmes
			Physiotherapy support as directed by Physiotherapists and Occupational Health	
	Potential in-school alternative provisions in place where all stakeholders agree e.g. online learning through SOS			
Potential alternative provisions in place where all stakeholders agree e.g. offsite day release (such as Brooklands College)				

<sup>1</sup> Nasen: [www.nasen.org.uk](http://www.nasen.org.uk): "A quick guide to the SEND Code of Practice: 0 to 25 years (2014) and its implications for schools and settings" (page 8)