

Where everyone is included, and everyone belongs.



**HIGHAM LANE  
NORTH ACADEMY**

Higham Lane North Academy: SEND Waves of Support 2025-2026

SEND	Description of Need	Wave 1: Quality First/ Adaptive Teaching	Wave 2: Targeted Intervention	Wave 3: Wider/ External intervention
<b>Communication and Interaction</b>	Children and young people with C&I have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with C&I needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.	Quality first teaching strategies 4 for all Use of Teaching assistants in the classroom Scaffolding I do, We do, You do Mini Whiteboards RAG cards Visual Cues Rapid Recall Turn and Talk Effective seating plans Regular use of oracy Live feedback	Lego Therapy Comic Strip conversations Social Stories Key worker Check in's Mindfulness Life skills Time out pass Access to learning support Circle of friends	Early Support Speech and Language Therapist Specialist Teaching Service (STS) Community Autism Support Service (CASS) Educational Psychology
SEND	Description of Need	Wave 1: Quality First/ Adaptive Teaching	Wave 2: Targeted Intervention	Wave 3: Wider/ External intervention

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<p><b>Cognition and Learning</b></p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Quality first teaching strategies 4 for all Use of Teaching assistants in the classroom Scaffolding I do, We do, You do Mini Whiteboards RAG cards Visual Cues Rapid Recall Turn and Talk Effective seating plans Regular use of oracy Live feedback Disciplinary literacy Questioning Circulate and feedback Processing time Stop and Jot Providing key words and vocabulary Knowledge booklets</p>	<p>English intervention Maths intervention Memory intervention Reading intervention IDL literacy intervention Reading mentors Switched on reading Form time reading</p>	<p>Specialist Teaching Service (STS) Educational Psychology Speech and Language Therapy (SALT)</p>
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<p><b>Social, Emotional and Mental Health</b></p>	<p>Children and young people may experience a wide range of social and emotional</p>	<p>Quality first teaching strategies 4 for all</p>	<p>Zones of regulation Key worker check in's 1:1 mentoring</p>	<p>Coventry and Warwickshire Mind Coventry and Warwickshire CAHMS</p>

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	<p>difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.</p>	<p>Use of Teaching assistants in the classroom Routines and predictability Scaffolding Regular Home/ school communication Pupil check in's House champion check in Praise and encouragement. Fidget toys Movement breaks</p>	<p>Transition support Social times activities Adapted timetable Dimensions tool kit Mindfulness</p>	<p>Educational Psychology Guys Gift RISE mental health support Early Support School counselling</p>
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<b>Physical and Sensory</b>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational</p>	<p>QFT teaching strategies 4 for all Effective seating plans Enlarging powerpoints/ worksheets</p>	<p>Sensory diets Escorting around school site Key worker check in Use of learning support Sensory room Parental meetings</p>	<p>Specialist Teaching Service Educational Psychologist Speech &amp; Language Therapist- Occupational Therapist Visual Impairment Team- Specialist Nurse</p>

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	<p>facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>	<p>Specific fonts used in the classroom                  Assistive equipment e.g. radio aids                  Lighting                  Use of Teaching assistants in the classroom                  Scaffolding                  I do, We do, You do                  Mini Whiteboards                  RAG cards                  Visual Cues                  Rapid Recall                  Regular use of oracy                  Live feedback                  Disciplinary literacy                  Questioning                  Circulate and feedback                  Processing time                  Providing key words and vocabulary                  Knowledge booklets</p>		<p>Hearing Impairment Team                  Physical disability team</p>
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