



Wymondham High SEND School Offer

2026-27

Wymondham High Academy operates a graduated approach to SEND provision and is committed to the provision of 'quality first' classroom provision for all students. Where students are demonstrating below average attainment or otherwise identified by the school as requiring additional support, access to a number of intervention programmes may be provided.

All students, irrespective of diagnosed or formally identified SEND, have access to the school's programmes of intervention – and all students who are identified as requiring access to intervention programmes are added to the school's Intervention List. The provision of targeted and bespoke packages of intervention therefore form part of the school's method of identifying students with SEND. For further information please refer to the SEND Policy, available on our website.

Intervention Programmes

Catch-Up Literacy

Literacy Attainment - KS3

Catch-Up Literacy is a structured one-to-one literacy intervention available to students demonstrating significantly below or below average attainment in reading. It is delivered on an individual basis, twice weekly, for the duration of one half-term. Intervention Leads delivering Catch-Up Literacy have received Catch-Up Training. The delivery of the programme is supported by Specialist Teachers, who provide additional oversight and support.

Individual, 2x weekly. Students demonstrating below average attainment in reading. Years 7-9.

Catch-Up Numeracy

Numeracy Attainment - KS3

Catch-Up Numeracy is a structured one-to-one numeracy intervention available to students demonstrating significantly below or below average attainment in Mathematics. It is delivered on an individual basis, twice weekly, for the duration of one half-term. Intervention Leads delivering Catch-Up Numeracy have received Catch-Up Training. The delivery of the programme is supported by Specialist Teachers, who provide additional oversight and support.

Individual, 2x weekly. Students demonstrating below average attainment in numeracy. Year 7-9.

Emotional Based School Non-Attendance (EBSNA) Mentoring

Social, Emotional and Social Communication – Ks3 and Ks4

Trained Intervention Lead provides mentoring for identified students on a 1:1 basis for one hour per week. Students who are identified may experience difficulties school/lesson attendance or high levels of anxiety. Training is provided annually by the Children's Education and Psychology Practice (CEPP).

Individual one on one sessions over the course of one half term. Students identified in collaboration with Attendance Officers. All years.

Emotional Literacy Support Assistant (ELSA) Interventions

Provision of access to appropriate professionals – Ks3 and Ks4.

Trained ELSA staff provide access to structured programmes of intervention, in addition to individual and bespoke support for students. Workshops focus on the support of student's emotional development and help students find their way to solutions independently. ELSA staff are supported in the development of workshops by an Educational Psychologist working with the Children's Education and Psychology Practice (CEPP).

Individual 30min sessions over the course of one half-term. All years.

Handwriting / Touch Typing Intervention

Literacy Attainment/Sensory and/or Physical – All years

Handwriting and touch-typing intervention is available to students experiencing identified difficulties with the production of handwriting. Students identified for Handwriting and Touch Typing will be invited to attend a specified number of after-school sessions, scheduled to take place on a Monday. Handwriting supports the development of a cursive script, while touch-typing tuition is undertaken to facilitate an alternative method of expressing ideas and producing written responses. Delivery of intervention is supported by an Occupational Therapist working with the Children's Education and Psychology Practice (CEPP).

Small-group, Mondays 3.10pm-4.10pm. Students demonstrating below average attainment in pace/production of handwriting. All years.

Lego Therapy

Identified Yr7 Students – Communication and Interaction / Social, Emotional and Mental Health

Lego Therapy is a play based intervention which focuses on developing collaborative play skills. It is predominately used with students who have Autism or social interaction difficulties; however, it can be used with all children. Students are identified in collaboration with primary providers and placed in small groups to help with transition to Wymondham High Academy. This intervention only takes place in Autumn 1.

Small Group - 1 hour sessions. Students identified as requiring Lego Therapy provision. Year 7.

Mentoring

Social, Emotional and Social Communication – Ks3 and Ks4

Intervention Leads and Teaching Assistants provide mentoring for identified students on one morning per week, during morning registration and throughout the course of the academic year. Students who are identified may experience difficulties with social interaction and communication; difficulties with organisation; and/or difficulties with independent life skills. Mentoring booklets and visual scales are used to identify specific areas of focus and an assertive and solution-focused approach is employed in order to promote and encourage student independence.

Individual, 1x weekly during morning registration. Students with identified needs in one or more areas of SEND, requiring additional support with development of organisational/developmental skills.

Motor Skills United

Social, Emotional and Social Communication – All Years

Motor Skills United is a programme designed by Occupational Therapists and can be tailored to the needs of individuals. It is designed to support development of fine and gross motor skills. Identified students are invited to participate in one-hour sessions for a half term which take place between 3.10pm and 4.10pm on Wednesday afternoons. Delivery of the programme is supported by an Occupational Therapist working with the Children's Education and Psychology Practice (CEPP).

Small Group, 1x weekly, one half term. Students demonstrating below average skills in relation to co-ordination. All years.

Precision Monitoring

Literacy Attainment – KS3

Precision Monitoring is a targeted intervention focusing on improving fluency in reading, spelling, or number recognition. It involves short, individual sessions of approximately ten minutes per day, delivered over the course of six weeks. Each student works on a carefully selected set of words, sentences, or numeracy facts matched to their current level of attainment, with daily recording of progress to evidence improvement. Precision Monitoring enables measurable, data-informed impact and supports the identification of students requiring continued or additional intervention.

Individual, Daily for 6 weeks. Students demonstrating low attainment or slow progress in literacy or numeracy. Years 7–9.

Sensory Pathways

Identified Students – Sensory and/or Physical (PSP)

For students who either have Sensory Circuits as a provision on their EHCP or have been identified as benefiting from using sensory techniques to support their regulation. All students will receive feedback at the end of the intervention with information on how to continue the techniques independently – this will be shared with home.

Daily 30-minute group intervention sessions – Tutor time Monday-Thursday.

Short Break Sensory Pass

Identified Students – Communication and Interaction / Social, Emotional and Mental Health

The school provides identified students with access to a Short Break Sensory Pass, designed to facilitate rest breaks from lessons for students who may become dysregulated. Individual pupil agreements are drawn up – and students with passes may access the Short Break Sensory Room as and when required, in order to support independent regulation and attention in lessons. The Short Break Sensory Room is staffed throughout the day and students are registered upon entry so that patterns can be easily identified and shared with parents as required.

Individual and Bespoke for identified students.

Social Skills Groups

Social Communication and Interaction – Ks3 and Ks4

Social Skills groups are designed to support students with the development of metacognitive strategies that can be employed in social situations. The SEND Department runs weekly groups throughout the course of the academic year. Groups focus on the needs of students who may struggle with the 'unwritten rules' of social interaction, or students who understand social 'rules' but who may struggle to adhere to them or to independently regulate emotions. Each group meets for one hour per week for a half term. A graduated response is also applied – in that identified students may attend more than one group during the course of the academic year. Social Skills groups are led by Intervention Leads. Group activities and oversight is provided by Alpha Inclusion.

Small Group, 1x weekly. Students identified as experiencing social/communication difficulties and/or students identified as experiencing specific difficulties in regard to emotional regulation. Years 7-9.

Sound Discovery

Cognition and Learning – Ks3

Sound Discovery is a structured synthetic phonics programme designed to improve student knowledge. It is delivered individually and daily for the duration of one half-term. Students who are identified demonstrate significantly below average attainment in literacy. Sound Discovery is delivered by Intervention Leads. Oversight and support is provided by Specialist Teachers and staff working with CEPP.

Individual, Daily, 20 minute session for one half-term. Students identified with significantly below average attainment in spelling. Years 7-9.

Specialist Teaching

Cognition and Learning – KS3 and KS4

Specialist Teaching intervention provides targeted small-group support led by a Specialist Teacher from the Children's Education and Psychology Practice (CEPP). Sessions are designed to address individual learning profiles and specific barriers to progress in core subjects, using personalised teaching approaches and resources. The programme runs over six weeks, with each session building on identified areas of need to support skill development, confidence and classroom transfer.

Small Group, Weekly for 6 weeks. Personalised support led by a Specialist Teacher from CEPP. All years.

Speech and Language

Communication and Interaction – Ks3 and Ks4

Speech and Language intervention is delivered twice weekly and led by an Intervention Lead with a Level 3 ELKLAN qualification. Bespoke programmes are overseen by a Speech and Language Therapist working with CEPP, who undertakes a short initial assessment of identified students prior to the construction of a bespoke package of support.

Individual and/or Small Group, Variable sessions dependent upon need. Students identified with below average attainment in relation to language skills. All years.

Skills for Success

Homework, Revision and Independent Learning – Ks3 and 4

Skills for Success is a small-group intervention designed to help students develop the practical study skills needed to become more confident and independent learners. Sessions are based around the **Wymondham High 5 study strategies**. Students are explicitly taught, shown and supported to practise effective approaches to homework, revision and independent learning. Strategies are modelled during each session before students apply them to their own current homework or revision tasks, helping them transfer these skills directly into their everyday learning.

At KS3, there is a particular focus on developing effective homework routines, organisation and independent study habits. At KS4, students are supported to apply the High 5 strategies to revision, examination preparation and managing their independent workload.

Individual and/or Small Group, 1 hour sessions for one half term. Identified students, Wednesdays 3.10pm - 4.10pm.

Travel Independence Across the Nation (TITAN)

Life Skills and Independent Living – Ks3 and Ks4

TITAN is an independent life skills course focused on developing the ability of identified students to travel safely, personal safety and how to manage money. Students identified for TITAN will be offered a specified number of after-school sessions, scheduled to take place on a Monday. As part of the course, students will develop the ability to travel independently as well as looking at life skills including budgeting, road safety and personal safety. At Ks3, the focus is on safe travel in and around Wymondham – including road safety and awareness. At Ks4, the focus is on independent travel in preparation for Post-16 education and independent adulthood.

Small Group - 1 hour sessions. Students identified as requiring Life Skills provision. Mondays 3.10-4.10pm. All years.

Zones of Regulation

Social, Emotional and Mental Health – KS3 and KS4

The Zones of Regulation programme is a structured, evidence-informed intervention designed to support the development of self-regulation and emotional literacy. Delivered in small groups, the programme helps students recognise and categorise their emotions into four 'Zones' and develop strategies to manage emotional responses and maintain engagement in learning. Sessions are practical and interactive, using visuals, role play and reflective discussion to build emotional awareness and problem-solving skills. The programme runs weekly for six weeks and is delivered by trained Intervention Leads with oversight from CEPP.

Small Group, Weekly for 6 weeks. Students identified as experiencing difficulties with emotional regulation or self-awareness. All years.

Group Reading

Literacy Attainment – KS3

Group Reading is a targeted small-group intervention designed to develop reading comprehension, inference skills and confidence when engaging with age-appropriate texts. Students read a carefully selected text together with an Intervention Lead, with structured discussion and questioning used to explore meaning, vocabulary, character, themes and information that is implied rather than directly stated.

Sessions provide students with opportunities to practise answering comprehension questions, explaining their ideas and using evidence from the text to support their responses. The small-group format also aims to build confidence with reading aloud, discussing texts and contributing ideas within a supportive environment.

Small Group, 1x weekly for one half term. Students identified as requiring additional support with reading comprehension, inference and/or confidence. Years 7-8.

ASD Specialist Support: Alpha Inclusion

Provision of access to appropriate professionals – Ks3, Ks4 and Ks5

Alpha Inclusion will provide consultancy services, in addition to contracted individual work and small group work with identified students.

All years, as part of a graduated approach to SEND and in line with the school's policy.

Additional Support

Non-timetabled interventions and other support.

In-Class Support

Academic Support within the Classroom KS3 and KS4

The SEND Team is comprised of three Intervention Leads and a team of Teaching Assistants. Intervention Leads are primarily responsible for the provision of time-limited interventions, in addition to providing in-class support. As well as aiding these time-limited interventions Teaching Assistants are primarily responsible for in-class support. Individual or small-group interventions are timetabled across the two week timetable. The remaining hours of available Teaching Assistant time is spent within classrooms, providing whole-class, small-group and/or individual support as directed by the classroom teacher.

Intervention Leads are deployed according to subject specialisms to enhance learning for students. In the small number of exceptional cases in which students require individual support to be deployed throughout the entire school day, every care is taken to ensure that student independence is promoted at every opportunity – and a small group of Intervention Leads may be deployed to assist that individual across the school day.

Intervention Leads at Wymondham High have regular access to Specialist Input, guidance and training opportunities.

Bespoke, dependent on student need. All years.

Student Referrals

Provision of access to appropriate professionals – Ks3, Ks4 and Ks5

Where a student is identified as requiring further professional input, the SEND Team may complete referrals to CEPP as part of the school's graduated approach to the identification of SEND. The school ensures that access is provided to Educational Psychologists, Specialist Teachers, Speech and Language Therapists and Occupational Therapists – as part of the school's SEND offer and in line with its policy. Where access cannot be provided as part of the school's core offer for all students, parents may be sign-posted to alternative providers.

All years, as part of a graduated approach to SEND and in line with the school's policy.

Breakfast Club

Provision of access to appropriate professionals – Ks3, Ks4 and Ks5

Breakfast Club is available to all students between 8am and 8.30am each day in the main canteen. It provides students with an opportunity to experience a quiet and supported start to the school day and purchase food. Activities and games are provided as well as a consistent member of the SEND Team welcoming students.

All years, as part of a graduated approach to SEND and in line with the school's policy.

Continuing Professional Development – Staff Training

Individual and small group staff training sessions, focused specifically on SEND.

The school ensures that there is regular access to Professional Development for Staff, who receive access to Specialist Training as part of the school's CPD model. Details of provision and access to specialist training for staff can be found in the school's 'SEND Information Report,' which is available on the school website.

Circle of Adults - Staff Professional Development

Individual and focused CPD session, led by Educational Psychologist and Assistant Educational Psychologist for school staff.

A 'Circle of Adults' CPD session will focus on the presenting needs of an individual student who is experiencing significant difficulties with aspects of schooling and at risk of suspensions or exclusions. Parental consent will be sought prior to the CPD session, which brings specialists and teaching staff together in order to collaborate on a 'solution-focused' approach to meeting the child's needs. This is effectively a focused professionals developmental session.

Individual. Student(s) identified in collaboration with the school's Pastoral Team and parental consent obtained prior to the session.

Parent Workshop Programme for the Summer term.

Six 1-hour sessions for parents and carers of Year 6 students during their transition to Year 7 at secondary school - led by a Practitioner from Alpha Inclusion.

Purpose: The programme is designed to support parents and carers of Year 6/7 students during the transition to secondary school, providing practical strategies, resources, and guidance to support emotional wellbeing, behaviour, routines, sleep, homework, and attendance. The programme consists of **six 1-hour sessions** delivered on-site for up to 20 attendees. Each session is designed to be interactive and reflective, encouraging co-production of strategies and building confidence in supporting children at home.

Session Objectives:

1. **Support for Transitions and Routines** – Understand challenges, create predictable routines, and reduce transition stress.
2. **Understanding Behaviour (Communication & Learning Styles)** – Recognise behaviour as communication and understand strategies to respond effectively.
3. **Anxiety, Masking & Emotional Burnout** – Identify masking and anxiety signs and support after-school recovery.
4. **Supporting Homework** – Understand barriers, support independence, and know when to liaise with school.
5. **Supporting Sleep** – Recognise the importance of sleep, identify barriers, and implement simple changes.
6. **Attendance, EBSA & Partnership** – Understand emotional factors affecting attendance and work effectively with school staff.

Wellbeing Interventions

Provision of access to appropriate professionals – Ks3 and Ks4.

The school's Wellbeing Team provide access to structured programmes of intervention, in addition to individual and bespoke support for students. Workshops focus on anger management, self-esteem and resilience. The Wellbeing Centre are supported in the development of workshops by an Assistant Educational Psychologist working with the Children's Education and Psychology Practice (CEPP)

Small group and/or individual. Six one hour sessions over the course of one half-term. All years.

Girls Connect

Communication and Interaction/Social and Emotional Development – KS3/4

Girls Connect is a supportive lunchtime group for autistic girls, providing a relaxed and inclusive space in which students can develop friendships, explore their own identity and build confidence in understanding themselves and others.

Sessions focus on themes including friendship, communication, self-understanding, recognising individual strengths, managing social situations and developing self-acceptance. Activities and discussions are shaped around the interests and experiences of the students attending, with an emphasis on creating positive connections with peers and recognising that there is no single 'right' way to communicate, socialise or be autistic.

The group provides an opportunity for students to meet others with similar experiences, develop a sense of belonging and build supportive peer relationships within school.

Small group, weekly lunchtime sessions. Autistic girls and gender-diverse students who would benefit from a group focused on the experiences of autistic girls. All years.

Dedicated Equipment Loans

Sensory and/or Physical Needs – Ks3 and Ks4

The SEND Department have a small number of Google Chrome books and Reading Pens available to students experiencing identified difficulties with the production of handwriting and/or reading. Chromebooks are loaned to students. Additional specialist equipment, such as writing slopes; specialist seating; Tangle Toys; and pen grips, are made available to students as necessary and dependent upon identified or presenting need. Students are able to collect dedicated equipment from N26 at the start of the school day and return it at the end of the school day.

Individual, bespoke. Students demonstrating below average attainment in pace and/or production of handwriting. All year groups – priority loans to Years 10 and 11.