

<b>Last review: February 2025</b>
<b>Review date: February 2026</b>
<b>Signed By:</b>
<b>Approval Committee: Governing Body</b>

**GILLINGHAM SCHOOL**

**Hardings Lane, Gillingham**

**Dorset SP8 4QP**

**SEND Policy**

SEND Policy-Updated 2025

**Objectives of the policy**

The Special Educational Needs and Disability Code of Practice 0-25 years (2014) states, It is generally accepted that some 20% of children in England and Wales will need extra help at some time during their schooling. Of these, a small group – around 2% of the total nationally – have severe and complex needs and will need more specialist support.

A child will be deemed to have special needs if:

*‘... they have a learning difficulty or disability which calls for special educational provision to be made for him/her within the classroom.’*

A learning difficulty is defined as

*‘...having a significantly greater difficulty in learning than the majority of students of the same age (cannot be met by quality first teaching).’*

As appropriate, the aims and objectives of the SFL (Support for Learning) Department relate directly to those of the School. They also derive from and are guided by the requirements of the 1996 Education Act the [2014 Code of Practice](#); the [Disability Discrimination Act 1995](#) updated and the [equality act 2010](#)

The term 'parents' is employed throughout this policy and others, to refer to any parent, guardian, or other adult in 'loco parentis'.

### **Responsibility for co-ordination of SEND provision**

The SFL department, led by [Karen Seldon](#) (SENDCo), is responsible for co-ordinating SEND provision at Gillingham School. We will

- Use our best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Inform parents when we are making special educational provision for their child

We acknowledge that, at Gillingham School, all teachers are teachers of SEND and, under the guidance of the SFL department, all pupils will have access to a broad and balanced curriculum. Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons will be planned to address potential areas of difficulty and to remove barriers to learning and achievement.

Gillingham School currently supports students with a wide range of SEND including but not limited to

- Dyslexia
- Dyspraxia
- ASC/PDA

- ADHD
- Tourettes
- OCD
- Issues affecting mental health
  - Physical disabilities
  - Medical conditions

### **Arrangements for co-ordinating SEND provision**

The Head Teacher and SENDCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without EHC plans) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within, or outside, of the catchment area.

The SFL Department works closely with the senior managers of the school curriculum and timetable to ensure that:

- It is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area
  - It allows for differentiation according to individual needs
- It offers equality of opportunity and access to the different curricular and skill areas

This curriculum is regularly reviewed to ensure that it is relevant to the pupils' needs, both present and future, and that it is perceived as such by the children themselves and their parents.

The SFL Department offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources. We work with subject teachers, the pastoral teams, parents and pupils in developing one page pupil profiles (OPP) which outline approaches to enhance pupil self-esteem and learning.

The SFL Department staff:

- Provide expertise in the education of pupils with a wide range of learning difficulties
  - Provide support in classes for some pupils with learning difficulties
    - Provide specialist tuition as appropriate
    - Provide care and expertise for a small number of pupils with physical/sensory or medical disabilities
- Provide alternative courses at KS4 for pupils for whom the standard curriculum is not appropriate

SFL staff will ensure that our pupils' Special Educational Needs are known to other schools or colleges to which they may transfer. This may include visiting colleges with students, inviting new placements to annual reviews and meeting/talking with

representatives from new placements. Staff will also ensure that subject staff are fully informed as to the special educational needs of any pupils in their care.

#### **Admission arrangements. ( pre-admission and first 6 months of year 7)**

The process of identification and assessment starts through liaison with our Primary feeder schools. SFL staff visit all the feeder primary schools between March and May to discuss the special educational needs of all pupils due to arrive in the September. The SENDCO is informed of all pupils with EHC plans and is usually invited to attend the Annual Review prior to transition. This may occur in Year 5 or Year 6.

Where appropriate, SFL staff will undertake observations and assessments of children in their Primary Schools. In some cases children are invited to attend an enhanced transition process. This involves a six week block of afternoon activities at Gillingham School and takes place during the second half of the summer term.

Each September all class teachers receive detailed information about all pupils with SEND (including those with EHC plans) who are new to the school as well as an update on existing SEND students and those with recognised disabilities/disorders. This will include reading and spelling scores, how the learning difficulties manifest themselves in the classroom and any suggestions as to how the problem can be overcome. For pupils with significant or complex needs details found on EHC plans or advice from specialist assessments/reports are also distributed to each of the child's teachers. If, during the school year, staff are concerned about some aspect of a pupil's development, it is their responsibility to inform a member of the SFL department as soon as possible to ensure early identification of additional needs.

Specific requests for support are also considered from various sources including parents and teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources available.

#### **Specialist SEND provision.**

The Department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Many agencies and support services are able to help identify, assess and provide support for SEND pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SENDCO will decide how best to access the LA's support services. The LA provides details of these services through the [Dorset local offer](#)

The SFL Department, most commonly, works with the following services through liaison with the Local Authority:

- Educational Psychology Service
- Pupil and Parent Support Service (SENDIASS)
  - Special Educational Needs Support Service
    - Speech and Language
      - Physiotherapy
    - Occupational therapy
    - Behaviour support
- Advisers with an expertise in using I.C.T. to enhance the provision for SEND
  - Specialist teaching team- staff specialising in supporting pupils with:
    - \* hearing impairment
    - \* visual impairment
    - \* general learning difficulties
    - \* specific learning difficulties
      - \* sensory needs

In addition to these services the school has a number of members of staff who are qualified 'Teachers of Dyslexic Students' as well as two qualified assessors who also complete access arrangements.

**Facilities and resources for vulnerable pupils, those with SEND or who are disabled.**

The school has excellent educational facilities for many (but not all) Special Educational Needs. Lifts, ramps, handrails and specially adapted toilets provide wheelchair access to most areas of the school and Gillingham is a designated school for physically disabled pupils. The school has seven disabled parking bays to facilitate ease of drop off and pick up.

However, given the wide variety of Special Educational Needs which children have, it would be necessary to evaluate for each individual pupil whether the facilities available at the school meet that individual's needs or not.

All students, including those with special educational needs, have access to a wide range of equipment in school including ICT (P.C's, Laptop and printers). Some pupils will have their own laptops, others will use those available within the majority of departments. The I.C.T. equipment can be used as part of an individual learning programme or be for general use in the

classroom. Many of our students with SEND are benefiting from computer based language/reading and numeracy programmes. Other more specialised equipment includes voice activated software, dictaphones and spelling, reading and speech and language programmes.

As far as is practically possible all pupils are given the opportunity to participate in all sporting and extra-curricular activities i.e. equality of provision. The primary concern is safety and pupil welfare. The facilities in school are generally accessible to all: there are disabled changing areas and access lifts to the Gym and Hall. In addition we can be flexible in the programme offered by changing or modifying activities.

We wish to involve all pupils as fully as possible so our underlying policy is to find out what the pupil CAN do, and build on that.

All students are included in all parts of the school curriculum and we aim, within reason, for all students to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for additional consideration to be made depending upon the student's individual needs and this is discussed with the parents where appropriate.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. A small number of students will need individual risk assessments, these will always be discussed with parents. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

There are a variety of lunchtime and after school clubs, listed on our website <https://www.gillingham-dorset.co.uk/extra-curricular/> . We aim for these to be as inclusive as possible. Some young people find the lunchtime period challenging. Depending upon their needs, it might be appropriate for them to use the safe room (ILS) during this period of time. Each student's needs will be considered on an individual basis.

### **Support available for a student's overall well being?**

We are an inclusive school that considers students' social, emotional and mental health as important as their academic progress. We make it a priority to listen to the views of all our students and have rigorous measures in place to deal with bullying.

- The school currently has 7 members of staff trained as ELSAs (Emotional Literacy Support Assistant). Referrals can be made for this style of support through the Head of Year. This support is known as ELM (Emotional Literacy and Motivation) throughout the school.
- There is a space in the school supporting our most vulnerable students from avoiding permanent exclusion or returning from medical illness to school phobia and anxiety. There is also availability for short term support for students with mental health issues within this area.
- The Pastoral Hub is a central base in the school that any student can access during the school day for emotional support. The staff are all Level 3 safeguard trained and are also skilled with areas such as bereavement and emotional literacy.
- We are also fortunate enough to have a counsellor and practitioners from the schools mental health team available in school. Referrals to this service are made through the Head of Year.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCO/ Deputy Head
- We also have a dedicated team of first-aid trained staff who can support students with medical needs, medication etc. This includes but is not limited to
  - Suze Culbertson (School Nurse- medical room)
  - Lynne Dimmock (Reception)
  - Hannah Sweet (Creative Arts)
  - Jake Burridge (Site team)
  - Danielle Gordge (Pastoral Hub)
  - Rachael Wright (Pastoral Hub)
  - Aaron Hearn (Outdoor Ed Co-ordinator)
  - Nikki Williams (Cover supervisor)
  - Zowie Crocker (Pastoral Hub)
  - Nicholas Custard (site team)
  - Katrina Pritchard (Pastoral Hub)

Further details of how the school supports students with medical needs are available in the [Supporting students with medical needs](#) policy. You may also wish to refer to the school's [bullying policy](#) which is embedded in our behaviour for learning policy.

### **Identification and review of pupil needs.**

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, for example:

- Subject teacher, tutor or Year Head request
  - Pupil self-request
  - Parental request
  - Management request
- Following information from previous school (e.g. primary school)
- Following testing of Year 7 pupils- this occurs pre- admission and in the first half-term at Gillingham School for the majority of students. However students who join the school after Year 7 will be tested on entry
  - Following diagnostic tests
- Following a SEND teacher tracking and observing individual pupils in lessons
  - Outside agency e.g. Social Services

Early identification and assessment and provision for any SEND student is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur
  - It can maximise the likely positive response of the student
  - It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- If the child's learning difficulty proves less transient when addressed by the school alone the external agencies can be brought in earlier and very likely with more success

The process starts through liaison with our Primary feeder schools. A member of the SFL department visits each of our feeder schools to meet prospective pupils and



teachers during the year prior to their transfer to the secondary school. They will also visit non-feeder primary schools where there is a need.

To add to the information collected from these Primary School visits a reading test is completed by all students due to transfer (providing a comprehension age and a standardised score). This is usually completed during the 'moving up day' in July. During the first few weeks of the school year, all Year 7 pupils are given a spelling and speech and language assessment. Identification of pupils needing support will be based on the results of these tests and the information received from Primary Schools. If necessary, SEND staff may spend time observing Year 7 classes before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers, etc. Most support will be provided within the classroom through a suitably differentiated curriculum (Quality First Teaching). A small number of children will be withdrawn from some lessons for targeted small group or individual help with their learning.

The school has a number of criteria by which the effectiveness of this support can be measured:

- All pupils, including those with SEND, are monitored regularly through fortnightly meetings with their year group leaders and pastoral hub team. This allows the school to review the quality of work, attitude and behaviour. It also means that students with specific problems can be highlighted and provided for within the terms of our SEND Policy
  - All pupils have two OMR reports a year – as well as a much more detailed summary later in the school year. The system allows us to monitor the progress of SEND pupils already identified as well as Identify new SEND pupils and to implement the appropriate stages of the graduated response (see below) if it is deemed necessary.
- Pupil achievement e.g. weaknesses in Reading, Spelling, Numeracy or Language standardised scores will improve over time. This support/monitoring will form the basis of a one page profile which will be sent to parents for them to add to and review.
  - Tracking of pupils' achievements through use of SIMS data
  - The number of SEND pupils who pursue education after the age of 16
- Feedback from pupils and parents- for pupils on the SEND register there will be an opportunity to do this at the termly outcomes/progress meetings

### **All Teachers & Non-Teaching Staff:**

All staff should be aware of and knowledgeable about the School's SEND Policy and, supported by INSET, should be aware of procedures for identification, assessment and provision for SEND. The school's policy for Special Educational Needs is distributed to all staff.

Subject teachers and pastoral staff are fully informed of the SEND of pupils in their classes through the SEND Register, class list data, or specific advice provided by the SENDCO (one page pupil profile). Any member of staff can seek advice from or make a referral to the SEND Department if they have concerns about an individual pupil.

### **The Graduated Response**

After initial identification of need has taken place, the school will decide the best course of action. This should tackle the full range of pupils needs and not simply the primary need, the purpose is not to fit a pupil into a category but to develop a full understanding of their strengths and difficulties and seek to address them by targeted intervention.

The first step towards meeting a pupil's needs is high quality teaching differentiated for individual pupils. Additional intervention and support can only compliment this.

Examples of interventions at this level would include:

- Spelling group
- Handwriting support/touch typing
  - Reading Plus
  - Art therapy
- Social skills group
- ELM (Emotional Literacy and Motivation, previously ELSA)
  - Support Log
  - Pastoral support
    - Mentoring
  - Behaviour support
- Speech and Language group
  - Decider skills
- Additional learning support in a small group

Consideration of whether special educational provision is required will take into account the wishes and views of the pupil and their parents, the primary aim of this will be to determine the support which is needed and whether this can be provided by adapting the school's core curriculum or whether something different or additional is required (i.e. the pupil has SEND).

A copy of the graduated response for students whose area of need falls under the umbrella of Cognition and Learning or Social Emotional and Mental Health are available at the end of this policy (Appendix 1 and 2)

### **Plan**

Once it is decided that a pupil has SEND they will be added to the schools SEND register and the parents formally informed via letter. After further consultation with class teachers and other relevant professionals the desired outcomes for the pupil will be agreed in a meeting with the student and their parent/carer and short term SMART targets set up to work towards these. This information will be disseminated to teaching staff and support assistants via a one page pupil profile, this will contain;

- A photograph of the pupil
- Details of their specific difficulty and top tips for support in the classroom
- Long term outcomes, short term targets and clear advice on the role of teaching staff in helping to meet these
- A date for reviewing the progress.

### **Do**

The class/subject teacher retains the responsibility for working with the pupil on a daily basis. Where specific interventions may involve group or 1:1 teaching away from the class the teacher will still retain responsibility for planning and assessment of the work carried out by the pupil. The SENDCO will support the subject teacher in further assessment of the pupil's particular strengths and weaknesses and effective implementation of support.

Where a pupil is removed from a particular subject to follow a more individualised programme the overall responsibility for planning and assessing work is with the specialist teacher or SENDCO.

### **Review**

The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed (termly) in line with the agreed date. This review will involve all stakeholders in the pupil's education including the pupil and their parents.

Parents will be provided with clear information about the impact of support and interventions and will be involved in planning the next steps. After the review the one page pupil profile will be updated accordingly.

For pupils in receipt of an EHC one of these reviews will take the form of the pupil's annual review of the EHC plan and will therefore be reported to the relevant county. [Details of the annual review, transition review and transition plan can be found here.](#)

### **Access to the curriculum, information and associated services.**

Our aim is that educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider

that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the curriculum to maximum effect.

In order to support this aim and in line with the 2002 SENDDA, the 2006 DDA and the 2010 equality act the Headteacher and Governors of the school have put in place an [accessibility plan and disability equality scheme](#)

## **Environment**

Gillingham School is on a fairly level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There are specialist toilets and showering facilities which include height-adjustable changing beds.

Ramps have been installed where appropriate and many blocks also have lift access. All areas have classrooms with acoustic tiling for pupils with hearing difficulties.

## **Curriculum**

The SEND provision at Gillingham School is based upon the Inclusion statement in the National Curriculum 2000 document of

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All teachers, the SENDCO and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the Curriculum are:

- adaptive teaching of the curriculum to match tasks to ability.
- grouping of children according to ability for some subjects (KS4) to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the withdrawal of small groups and 1:1 teaching by the SEND staff.
  - accessibility to resources to support pupils with sensory or physical difficulties
  - interventions to target identified areas of weakness, usually but not exclusively, delivered by trained teaching assistants
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired working and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

- use of attachment aware strategies throughout the school
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND

### **Information**

Information regarding the school is available on the website; many computers have a read aloud facility to improve access to this. Information is also available in other formats from the school office and is provided within the local offer.

### **Complaints procedure.**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the pupil's tutor. If the parents think that the child should be given more support they should raise their concerns with the SENDCO. We anticipate that most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's Headteacher, governor responsible for SEND ([Jane Rees](#)) or complete a [statutory assessment](#) with a view to obtaining an EHC plan for their child.

Parents and other professionals working closely with a child or young person may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision, they have the right to appeal to the SEND Tribunal within two months of the decision being made.

If the LA makes a statutory assessment but decides at the end of that process not to draw up a statement of SEND for the child the parents again have the right to appeal to the SEND Tribunal.

In addition to this LAs must make disagreement resolution services available to parents and young people. The use of this service is voluntary and must be with the agreement of all parties. This service is independent of the LA and they are available to resolve disagreements about any aspect of SEND provision.

### **In service training.**

SFL staff offer advice and INSET (training) opportunities to all staff on employing teaching methods and resources that allow all pupils to have equal access to the curriculum and to experience success and enjoyment in their work. These INSET

courses cover issues such as the nature of learning difficulties, use of language and how to best construct worksheets and differentiated materials.

The Department's policy for INSET concerns not only SEND specialists, but subject teachers, TAs, NQTs and Governors and is in line with the overall policy of the School.

INSET can be divided into two major components - (1) National/County sponsored courses and (2) In School courses.

### **(1) National/County Courses**

These include:

- New initiatives on SEND/Inclusion
- LA courses on specific named learning difficulties e.g. ASD, Communication and Language, Hearing or Visually Impaired
- Regular 'Inclusion' Briefings for LA staff

As a general rule, following attendance at any INSET activity the SEND staff will disseminate any relevant information to their colleagues.

The SENDCO attends Pyramid meetings when SEND issues are on the agenda and will also visit primary schools if and when invited to do so.

### **(2) School Based INSET**

The Department contributes to INSET in a number of ways.

- Training can be delivered to teaching and/or support staff on specific areas of difficulty or provision such as:
  - \* Dyslexia
  - \* Dyspraxia
  - \* Use of LA Support Services
  - \* Occupational Child Therapy
  - \* School Psychological Service
  - \* The Function of Teaching Assistants (TA's)
  - \* The Code of Practice and SEND Register
  - \* Autistic Spectrum Condition

There are training videos regarding these and other conditions specifically related to our students available, to staff, on the school network.

- The Department organises an annual course on the Use of Language/Adaptive teaching for students with SEND for NQTs, or other staff new to the school.

- SEND staff will always attend INSET which is being run by departments where advice is required on:
  - \* Reading material
  - \* Production of any resources for pupils with special needs.
  - \* Adaptive Practice
- The department has made presentations to the whole staff on the Disability Discrimination Act and the new COP.

Invitations are usually sent to the SEND Governor and many staff to attend training on SEND issues.

### **Working in partnership with parents.**

Parents of children with SEND (on the SEN register) are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's one page profile twice a year and are invited to review progress towards the targets at Parent's Evenings and at/following termly reviews. Relevant teachers and members of the SFL department have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

In addition Dorset has a service, [SENDIASS - formally parent partnership service](#) which provides advice to parents on such things as

- Rights and responsibilities.
- Who to talk to in school about concerns.
- How a child is assessed and helped in school.
  - When progress should be discussed.
- What happens during statutory assessment.

#### **Links.**

[Local offer](#)

[SENDIASS - formally parent partnership service](#)

## Appendix 1

### Graduated Response framework Cognition and Learning

#### Interventions for all (pre-framework)

- Use of own laptop
  - Mentoring
  - Support log
- Homework club (lunchtime or afterschool)
- Tutor/ teacher support in lessons (differentiation)- Quality First Teaching

#### Interventions at Monitoring level (pre-register)

Intervention	Criteria
Morning Maths	ss below 95 on KS2 SATs
Morning spellings	ss below 95 on WRAT spelling test
Reading Plus	ss below 95 on NGRT test
Handwriting	Teacher referral
Small group learning support usually in place of an empty option block	In discussion with Year Heads
Speech and language groups	Identification of weakness by our language assessment carried out in Years 7,8 and 9

#### Interventions at SEN support level (K) available when the above interventions have failed to meet the objective

Intervention	Criteria
1:1 specialist teaching 1 hour per week	Recommendation from SENSS, reading or spelling below 80 or both below 84



Graduation Group	Working at or below ARE for Year 4 on transition or EHCP student on request
Specialist assessment	EP, SENSS (internal)
Alternative timetable- Entry level programme or NCFE	Unable to or to support achievement at GCSE

## Appendix 2

### Graduated Response framework Social, Emotional and mental health

#### Interventions for all (pre-framework)

- Mentoring
- School nurse
- Support log
- Inclusion officer
- Tutor/ teacher support in lessons -Quality First Teaching
  - Triage form completed to move to next level

#### Interventions at Monitoring level (pre-register)

Intervention	Brief description of intervention (for more detailed information see booklet)
ELM	Emotional Literacy support to help students recognise and deal with their feelings
Social skills group	An 8 week programme designed with support from the SENSS team to help those who struggle with social elements of becoming a teenager or working with their peers
Decider skills	Use Cognitive Behaviour Therapy to teach children, young people and adults the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health.
Lego therapy	Using Lego to develop social skills such as turn taking, collaboration and social communication.
Drawing and talking therapy	A person-centred therapy focusing on prevention, early intervention and recovery through the medium of Art.
Dorset Well-being check in	For young people aged 11-25 with mild to moderate mental health needs who

	feel that they would benefit from having someone external to their own situation to talk to
Alternative provision	Various activities from climbing to gardening designed to boost self esteem
MHST	Help students tackle the challenges children and young people experience, by helping them to feel more resilient, arming them with techniques to look after themselves and strategies to help them cope better with life's ups and downs
Rylands Farm	Re-engage young people with learning when they are at risk of exclusion, non-attendance or poor mental health

Interventions at SEN support level (K)

Intervention	Brief description
Youth Worker	Specially trained workers across Wiltshire, Dorset and Somerset who support young people in the community
Referral to CAMHS	CAMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties
Counselling	Available within school for students who need this level of intervention
EP/Outside agency referral	Referral to another agency who may be able to offer advice to support students
ILS/Alternative timetable	Support to enable students to reengage in education
Alternative provision	We have a range of alternative provisions which are approved by the LA. These can provide mentoring, support for low self-esteem and in some cases an alternative qualification
Innovate	A life coaching and mentoring service