

# Welcome to Wycliffe: Supporting Your Child's Individual Journey

At Wycliffe, we believe every child deserves the opportunity to flourish. This handbook explains our approach to supporting students with additional needs (SWANs), helping you understand how we create an inclusive environment where all pupils can thrive. Our graduated response ensures each child receives the right level of support tailored to their individual requirements.

# Our Ethos and Values

At Wycliffe, we promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens. We are a proudly diverse and outward-looking community where all pupils develop the skills, confidence, and independence to thrive throughout their lives.

We believe that every child, regardless of learning differences, deserves access to a high-quality, inclusive education that fosters curiosity, enrichment, and enjoyment. Our commitment to supporting the whole child – mind, body, and soul – ensures that every pupil receives the necessary guidance to unlock their full potential.

# Understanding Additional Needs

## What are Additional Needs?

Additional needs refer to circumstances where a student finds learning significantly more challenging than their peers of the same age, or when they have a condition that makes it difficult to use the same educational facilities as others.

Our approach positions teachers at the centre of supporting all pupils. Through inclusive teaching practices, many needs can be met directly in the classroom environment.



At Wycliffe, we follow national guidelines to ensure consistent, effective support for all pupils. We work collaboratively with families to identify needs early and implement appropriate strategies for success.

# Four Areas of Additional Needs

## Cognition and Learning

Including general learning delays and Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia. These affect a pupil's ability to process, remember, or apply information.

## Communication and Interaction

Including autism spectrum conditions, receptive and expressive language difficulties, and language disorders that affect how pupils communicate with others and interpret social cues.

## Sensory and/or Physical

Including visual/hearing impairments, multi-sensory impairments, sensory processing difficulties, and physical disabilities that may require adaptations to the learning environment.

## Social, Emotional, Mental Health

Including anxiety, ADHD, eating disorders, attachment issues, and depression that impact a pupil's wellbeing and ability to engage with learning.

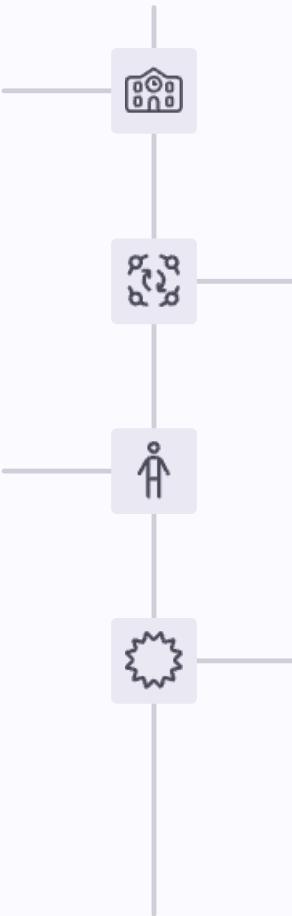
Understanding these four areas helps us identify and address each child's specific needs with appropriate strategies and support.

# Our Graduated Response Framework



## Tier 1: Universal Support

High-quality teaching with differentiated strategies available to all pupils. This includes strategic seating plans, visual aids, and inclusive classroom practices.



## Tier 3: Personalised Support

Individualised interventions or external specialist services for pupils with significant needs. This tier will require additional parental funding to provide the necessary level of support.

## Tier 2: Targeted Support

Small group interventions for pupils not making expected progress despite universal support. This tier may require additional parental funding to provide specialised resources.

## Tier 4: Highly Personalised Support

Comprehensive support for students with an Education, Health and Care Plan or those on a pathway to obtaining one. This level provides intensive, tailored assistance and will need additional funding from our local authority. (Gloucestershire)

Our graduated response ensures that support is proportionate to need, beginning with universal strategies and progressively introducing more targeted interventions as required.

# Cognition & Learning Support

## Universal Support (Available to All)

- Structured teaching following Rosenshine's evidence-based principles.
- Individual pupil profiles to understand learning styles
- Strategic seating plans to maximise engagement
- Reading and spelling interventions within regular classes

## Targeted Support (Tier 2)

- Small group intervention sessions
- Assistive technology like Read/Write software
- Touch typing intervention programmes
- Exam access arrangements where appropriate

This level may require additional funding.

## Personalised Support (Tier 3)

- One-to-one learning support with specialist teachers
- External assessments from educational psychologists
- Individual learning plans with regular reviews

This level will require additional funding.

## Highly Personalised Support (Tier 4)

- Comprehensive learning plans
- Education, health and care needs assessment
- Structured support aligned with official documentation

# Communication & Interaction Support



## Universal Support

Visual timetables, 'now and next' boards, life skills programme, Zones of Regulation in classrooms, strategic seating plans, and restorative practice approaches.



## Targeted Support (May Require Additional Funding)

Small group regulation activities, social stories, social detective interventions, vocabulary development through word webs, and appropriate exam arrangements.



## Personalised Support (Will Require Additional Funding)

External speech and language therapy, occupational therapy, educational psychology assessment, one-to-one support, individual plans, and specialist team referrals.



## Highly Personalised Support

Comprehensive support plans, education and health assessments, and structured provision aligned with official documentation and recommendations.

# Social, Emotional & Mental Health Support



## Universal Support

We provide all pupils with access to individual pupil profiles, Zones of Regulation in classrooms, restorative practice approaches, strategic seating plans, appropriate fidget tools, use of timers, and weekly reflection time.

## Targeted Support

Pupils needing additional help may receive small group emotional literacy interventions, social skills development, personalised sensory breaks, specialised seating options, counselling sessions, and access to trusted adults.

This level may require additional funding to implement effectively.

## Personalised Support

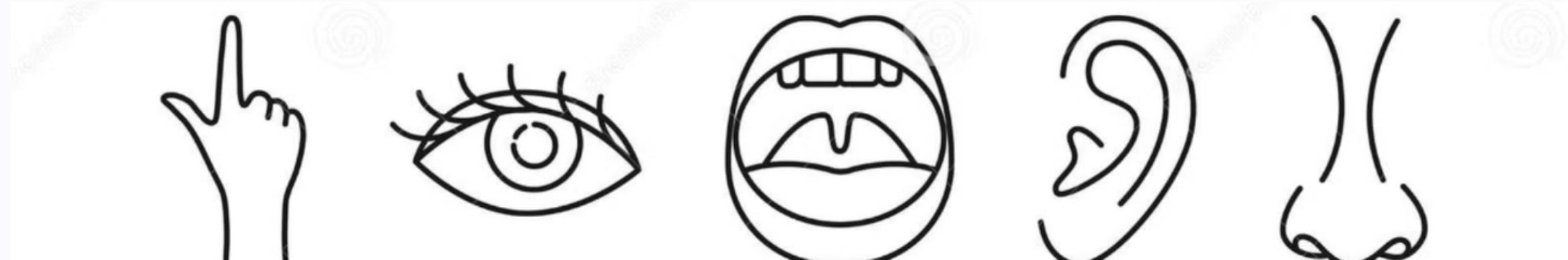
More intensive support includes long-term counselling, educational psychology assessment, one-to-one assistance, individualised plans, referrals to external services, and specialised therapies such as art therapy.

This level will require additional funding to provide the necessary resources and specialist input.

## Highly Personalised Support

The most comprehensive support includes detailed individual plans, thorough education and health assessments, and structured provision aligned with official documentation for pupils with significant needs.

# Physical & Sensory Support



## Universal Support

Individual pupil profiles, strategic seating plans, rest breaks, sensory circuits, and personal healthcare plans ensure all pupils can access the learning environment comfortably.



## Targeted Support

For pupils requiring additional assistance, we offer noise-cancelling headphones, sensory regulation aids, motor skills interventions, adapted learning equipment, and uniform adaptations where necessary.



## Personalised Support

Pupils with more significant needs receive one-to-one teaching assistant support, access to the healthcare team, individual plans with regular reviews, and external therapeutic input as required.



## Highly Personalised Support

Our most comprehensive support includes healthcare plan assessments, external therapist collaboration, detailed support plans, education and health assessments, and options for reduced timetables when beneficial.

# Understanding Specific Learning Difficulties

## What Are Specific Learning Difficulties?

Specific Learning Difficulties (SpLD) affect particular aspects of learning rather than a pupil's global ability. They include conditions such as dyslexia, dyscalculia, dyspraxia, and visual perceptual disorders.

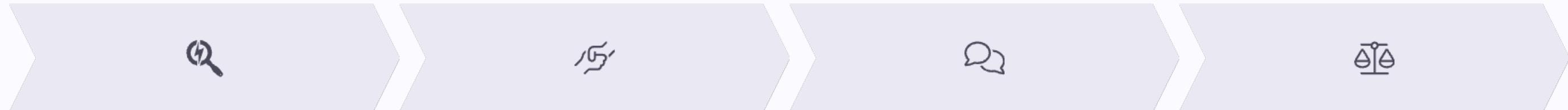
Pupils with SpLD often have average or above-average intelligence but experience challenges in specific areas of learning or skill development.

## Our Approach to SpLD

At Wycliffe, we identify SpLD through a careful process of screening, assessment, and specialist diagnosis when necessary. We then implement targeted interventions and reasonable adjustments to support learning.

Our graduated response ensures that pupils with SpLD receive appropriate support while maintaining high expectations for achievement. We believe in fostering independence and building on strengths while addressing areas of difficulty.

# Behaviour and Additional Needs



## Needs Identification

All pupils' needs are properly identified and documented to ensure appropriate support.

## Appropriate Support

Reasonable adjustments and strategies are implemented to address identified needs.

## Clear Communication

Support strategies are clearly communicated to the pupil their parents and all relevant staff.

## School Rules Apply

Once needs are met, standard behaviour expectations remain the same for all pupils.

Having additional needs does not exempt pupils from school rules. After identifying needs and implementing appropriate support, we expect all pupils to adhere to the same behaviour standards. This approach ensures consistency and equity while recognising individual circumstances. We believe in maintaining clear boundaries alongside understanding and support.

# Contact Information

We are committed to working in partnership with parents to ensure the best possible outcomes for your child. If you have questions or would like to discuss your child's additional needs, please contact our specialist staff:

## Wycliffe College Senior

Carrie Wittke

Head of Learning Support, Senior School

[carrie.wittke@wycliffe.co.uk](mailto:carrie.wittke@wycliffe.co.uk)

[01453 822416](tel:01453 822416)

## Wycliffe College Prep

Heidi Da Re

Head of Learning Support, Prep School

[heidi.dare@wycliffe.co.uk](mailto:heidi.dare@wycliffe.co.uk)

[01453 820492](tel:01453 820492)

We welcome your visit to Wycliffe and look forward to showing you how our supportive environment helps every child thrive according to their individual needs and strengths.