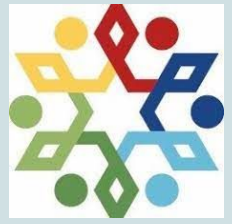


# SEND Information Evening



**Welcome!**  
**Class of 2031**



# The SEND team



**SENDCo**  
Joanna Gillen



**Assistant SENCo**  
Tom Cox



**SEN Teachers**  
Simon Taylor Jen Leaff



**Assistant SENCo**  
Jo Horsey



**Resource Base Manager**  
Tiffany Buick



**Literacy Lead:**  
Alison Bird

**HLTA**  
Jess Nall  
Shona Challenor

**SEMH Team**  
Katy Rouse  
Liz Nay  
Vicky Counter

**Resource Base Assistants**  
Andrew Oldham  
Julie Tyldesley  
Janet Cook  
Balques Ahmed  
Rebecca Thelwell

**Learning Support Assistants**  
Laura Day  
Hayley Weall

**Learning Support and  
Intervention Assistants**  
Elyse Pendlebury  
Jessie Wright  
Sharmeen Arif

# Universal Offer



## Universal Offer

**At the Kingsway school we use a graduated response to meeting needs. We deliver a universal provision in every classroom by every teacher. This includes adaptive teaching which are suitable and ambitious targets for every child.**



- 5 A Day
- Rosenshines Principles of Instruction
- Classroom Context Sheets
- Curriculum Structure

At TKS our approach to supporting pupils with SEND is grounded in current research, so every child gets the teaching and support they need to thrive.

### What great teaching for SEND looks like

- **High-quality inclusive teaching first:** Strong evidence highlights five practices that particularly support many pupils with SEND: **explicit instruction, cognitive & metacognitive strategies, scaffolding, flexible grouping, and purposeful use of technology** — used as part of everyday teaching, not as add-ons.
- **Belonging and participation:** Provision is **inclusive by design** — pupils access a rich, ambitious curriculum, learn alongside peers, and are supported to make strong progress from their starting points.
- **Assess–Plan–Do–Review:** We build a clear picture of need over time (observations, work, pupil/parent voice, and specialist input), **adapt teaching**, check impact, and refine support.

# Universal Offer



## Universal Offer

At the Kingsway school we use a **graduated response to meeting needs**. We deliver a **universal provision in every classroom by every teacher**. This includes **adaptive teaching which are suitable and ambitious targets for every child**.

- **5 A Day**
- **Rosenshines Principles of Instruction**
- **Classroom Context Sheets**
- **Curriculum Structure**

## The EEF “five-a-day” in practice

At TKS, our core practice relating to SEND students is based on the EEF ‘five-a-day recommendations outlined below:

The ‘Five-a-day’ principle: High quality teaching benefits pupils with SEND

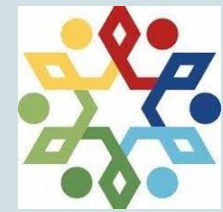


# Universal Offer



1. **Explicit instruction:** Clear modelling (**I do** → **we do** → **you do**), worked examples, small steps, and plenty of guided practice to reduce cognitive load. *Example:* live-model a paragraph, then gradually remove prompts.
2. **Cognitive & metacognitive strategies:** Teach pupils how to **plan, monitor, and evaluate** their learning using checklists, graphic organisers, and mnemonics linked to the subject. *Example:* retrieval practice plus reflection on what helped.
3. **Scaffolding: Temporary, targeted supports** (e.g., sentence stems, partially completed examples, manipulatives) that are faded as independence grows. *Example:* pre-teach key vocabulary, then remove word banks once secure.
4. **Flexible grouping: Short-term groups** with a clear purpose, reset regularly using formative assessment—avoid fixed “low sets”.
5. **Technology (used purposefully):** Tools that help pupils **access, record, and practise** learning (e.g., text-to-speech, dictation), chosen for impact rather than novelty.

# Universal Offer



## How Rosenshine's Principles support pupils with SEND

Using **Rosenshine's Principles** across all lessons strengthens core teaching practices: **reviewing prior learning, effective questioning, careful sequencing, modelling, scaffolding, and structured practice**. This makes the curriculum more accessible for all learners, and especially supports pupils with **SEND**. **Modelling and scaffolding** are also highly effective for **high prior attainers**, helping them deepen understanding and apply learning with greater independence.

## THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



|                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>01 DAILY REVIEW</b></p>  <p>MO TU WE TH FR</p> <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p> | <p><b>02 NEW MATERIAL IN SMALL STEPS</b></p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p> |
| <p><b>03 ASK QUESTIONS</b></p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>                         | <p><b>04 PROVIDE MODELS</b></p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>                        |
| <p><b>05 GUIDE STUDENT PRACTICE</b></p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>                     | <p><b>06 CHECK STUDENT UNDERSTANDING</b></p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>         |
| <p><b>07 OBTAIN HIGH SUCCESS RATE</b></p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>                         | <p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>   |
| <p><b>09 INDEPENDENT PRACTICE</b></p>  <p>Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>                                  | <p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p> |

# Targeted Provision



CRF Referral Form

Questions Responses **109** Settings



THE  
KINGSWAY  
SCHOOL



## CRF Referral Form

The Central Referral Form (CRF) must be used to raise any concerns regarding a student.

Early identification  
of need via our  
Central Referral  
System (CRF)

# Graduated Response



## Universal Offer

At the Kingsway school we use a graduated response to meeting needs. We deliver a universal provision in every classroom by every teacher. This includes adaptive teaching which are suitable and ambitious targets for every child.



- 5 A Day
- Rosenshines Principles of Instruction
- Classroom Context Sheets
- Curriculum Structure

## Targeted Provision

For students who require further support, they will have a targeted provision which may include out of class interventions and input from other services within the school.



- Pupil Passports
- SEND Reviews
- Progress and Transition groups
- Interventions

## Specialist Support

Pupils who require a significant level of support, usually children with EHCP's. These students will receive more specialist support.



- Progress and progress plus groups
- A higher staff ratio per student
- External agency support
- Some will receive Resource Base Provision





## Targeted Provision

**For students who require further support, they will have a targeted provision which may include out of class interventions and input from other services within the school.**



- **Pupil Passports**
- **SEND Reviews**
- **Progress and Transition groups**
- **Interventions**

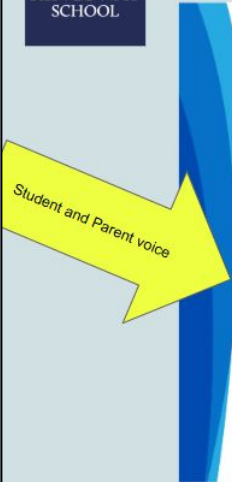
# Targeted Provision



The information teachers receive about pupils with SEND is through a **Pupil Passport**, which gives staff clear, accessible guidance on needs and effective strategies. Teachers are expected to **know their classes** and respond to the needs of the learners in front of them, using a **graduated approach** so pupils with SEND can make strong progress from their starting points.



## Pupil passport





| Pupil Passport - One Page Profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Review Date:</b> 18/7/2024</p> <p><b>Name:</b></p> <p><b>Areas of Need:</b> Cognition and learning, Communication and interaction, Speech and Language difficulties, SEN Stage: SEN Support</p> <p><b>What are my strengths and capabilities?</b><br/>I am keen to learn and go to school, I am well behaved and I like to follow rules and routines.<br/>I am kind, well-mannered and calm, I love drawing</p> <p><b>What people like and admire about me?</b><br/>Patience and kindly,<br/>Calm, caring, well-mannered and calm,<br/>Resilient and happy to keep trying.</p> <p><b>What do I find difficult?</b><br/>I struggle to work within time constraints, and I need additional input at the start of all tasks.<br/>I can't visualise my learning<br/>I find it difficult to talk to other students, and I don't always understand non-verbal cues.<br/>I get upset when people argue<br/>I can become anxious on non-structured days.<br/>I am fussy about my clothes and food.<br/>I have poor motor skills<br/>I don't like loud environments.</p> | <p><b>Teaching and learning strategies to support:</b><br/>Use to learn in short bursts with repetition of activities<br/>Use practical activities<br/>Apply given and respond well to adult direction and frequent reassurances.<br/><i>Your class</i><br/>Please check my understanding and give me extra processing time.<br/>I need specific teaching of vocabulary.<br/>Please give me information in steps.</p> <p><b>Strategies to support my behaviour:</b><br/>I am well behaved but I am very negative about my abilities, I need reassuring</p> <p><b>Reasonable Adjustments:</b><br/>I need work to be explained to me and repeated. It may take me some time to complete number tasks, I can run my written work so I need that to be checked. Please allow me extra time to complete homework tasks.</p> <p><b>Interventions:</b><br/>I have a weekly one-to-one reading intervention.</p> <p><b>Access Arrangements:</b><br/>I have 25% extra time in exams.</p> <p><b>My Outcomes:</b></p> <ul style="list-style-type: none"> <li>- To demonstrate improved functional reading, writing and maths skills.</li> <li>- To be able to ask for help when needed and advocate for myself in a range of settings.</li> <li>- I will be able to sustain my attention to complete a 20 minute task.</li> </ul> |

**Student and Parent voice**

**Key Learning Strategies for teachers**

**Support the student is receiving**

**Key Targets reviewed regularly**

# Targeted Provision



## Classroom Context Sheets

All teachers at TKS create **Classroom Context Sheets** for every class. These help staff quickly identify pupils who need the most monitoring or intervention and summarise the key strategies from **Student Passports** that support pupils to succeed in their learning.

| Classroom Context Sheet – Class Teacher Interventions and Adaptive Strategies                                                                                                                                                                                                                                                         |          | Class code:                                                                                                                                                                                                                                                                                                                                                                                                                     | Class List<br>Input class list here |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Teacher:<br>Term: 1 2 3                                                                                                                                                                                                                                                                                                               | Subject: |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |
| Who? Pupil Intervention/Monitoring                                                                                                                                                                                                                                                                                                    |          | What will you do to ensure progress?/Intervention                                                                                                                                                                                                                                                                                                                                                                               |                                     |
| <div> <div>SEND K/EHCP</div> <div> <div>Working Towards 23/24</div> <div> <div>Enter Student Names</div> <div>Enter student names</div> <div>Enter student names</div> <div>Enter Student Names</div> <div>Enter student names</div> <div>Enter student names</div> <div>Enter Student Names</div> </div> </div> <div>PP</div> </div> |          | <p>Use the Venn to <b>identify pupils</b> you should intervene with. Write clear next steps or improvement strategies in this box for your <b>identified pupils</b>. (Update what has worked once data has been entered for Assessment Entry Term 1). Next to each student name identify intervention/adaptive strategy applied/details of scaffolding provided etc</p> <p><b>Red students</b></p> <p><b>Amber students</b></p> |                                     |

# Targeted Provision



| Curriculum Structure: Key Stage 3                                                                                                                                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Code                                                                                                                                                          | Cohort for Core Subjects |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| K                                                                                                                                                                   | High Prior Attainment    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| I                                                                                                                                                                   | High Prior Attainment    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| N                                                                                                                                                                   | High Prior Attainment    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| G                                                                                                                                                                   | Mixed Prior Attainment   | Transition Group:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| S                                                                                                                                                                   | Mixed Prior Attainment   | <p>This is a shadow group of mixed prior attaining pupils. These pupils have some lessons with TCO in B15. Each child will transition into mainstream lessons by Easter at the latest.</p> <ul style="list-style-type: none"><li>• Pupils with a scaled score of 93 – 103 in the KS2 SATs National Assessments of Reading and/or Maths</li><li>• Pupils who are identified through transition meetings as vulnerable with regards to developing or maintaining robust relationships with peers and teachers</li><li>• Pupils with SEMH needs or who are anxious about transition</li><li>• EAL pupils who need a boost</li><li>• Exceptional criteria e.g. recent family bereavement</li></ul> |
| W                                                                                                                                                                   | Mixed Prior Attainment   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| A                                                                                                                                                                   | Mixed Prior Attainment   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Y                                                                                                                                                                   | Mixed Prior Attainment   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| C                                                                                                                                                                   | Progress Class           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| H                                                                                                                                                                   | Enhanced Progress Class  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| All other subject areas are taught in mixed prior attainment groupings. Pupils have all other lessons with their forms with the exception of D&T, Computing and PE. |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Curriculum Structure

The curriculum structure at TKS helps us identify need early and target support to the pupils who require it most.

# Targeted Provision



**Progress lessons** combine adapted curriculum knowledge with a clear **skills pathway**, matching pupils to their current stage and supporting them to take the next steps. Where appropriate, lessons are staffed with **additional adults** to provide a high-support environment. Classes are **small**, nurturing, and organised to mirror a specialist setting so pupils can make progress while their individual needs are carefully supported.

All pupils in **Progress** have an identified SEND status (**SEND K** or **EHCP**).

| Curriculum Structure: Key Stage 3                                                                                                                                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Class Code                                                                                                                                                          | Cohort for Core Subjects |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| I                                                                                                                                                                   | High Prior Attainment    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Y                                                                                                                                                                   | Mixed Prior Attainment   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                     |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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# Targeted Provision



## Targeted Provision

For students who require further support, they will have a targeted provision which may include out of class interventions and input from other services within the school.



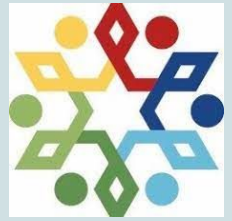
- Pupil Passports
- SEND Reviews
- Progress groups / Transition groups
- **Interventions**

# Targeted Provision



## Intervention Areas

| Literacy                                                                                                                                                       | Cognition and Learning/ Physical & Sensory        | SEMH                                                                                                                         | Communication and Interaction                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Wave 1:</b> Lexia<br><b>Wave 2:</b> Lexonic<br><b>Wave 3:</b> Read, Write, Fresh Start<br>Paired Reading Programme<br>Tier 2 Vocabulary Intervention<br>EAL | Handwriting<br>Typing<br>Spelling<br>Motor Skills | Zones of Regulation<br>Emotional Literacy (ELSA)<br>Emotionally Based School Avoidance (EBSA)<br>Counselling<br>School Nurse | Lego Therapy<br>Social Skills<br>Social Stories<br>Speech and Language (SALT) |



# Rules and Expectations





# Ready-Respect-Safe Expectations



## Being ready for school:

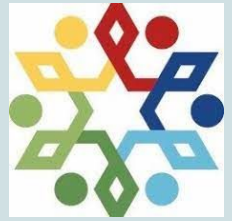
Have the following out and visible before arriving at our “**Meet and Greet**” gate.

- Be in full school uniform.
- Showing us your school bag.
- Planner out at the timetable page.
- Pencil case out so pen, pencil, ruler can be seen.

We don't supply equipment so come to school well stocked.



# Morning Lineup



- 8.00 - Gates open for Morning entry
- All students need to display they are ready to learn
- Students will enter school through the side gate, you will display that you are ready to learn by showing a clear pencil case, displaying the minimum equipment expectations of -
  - a two strap bag,
  - a pen, pencil and ruler,
  - Your planner should be open on your timetable page to demonstrate you are aware of the days lessons ahead.
- Full school uniform.
- Students will be sent to correct any issues
- 8.30am gates are locked, students walk in single file led by their form tutor in alphabetical order to their form or assembly, keeping left and in line on the corridor.





# Reminder: Timings of the Day



| Period       | Start | End   |
|--------------|-------|-------|
| Registration | 08:30 | 08:55 |
| P1           | 08:55 | 09:55 |
| P2           | 09:55 | 10:55 |
| Break        | 10:55 | 11:20 |
| P3           | 11:20 | 12:20 |
| P4           | 12:20 | 13:20 |
| Lunch        | 13:20 | 14:00 |
| P5           | 14:00 | 15:00 |



We have a clear code of conduct for our students



# Ready, Respect, Safe



**☑ READY**

Students need to be ready to learn every day in all lessons to enable them to achieve their full potential.

**OUR EXPECTATIONS: HOW TO BE READY.**

- Be on time.
- Aim for 100% attendance.
- Wear your uniform correctly.
- Mobile phones must be off and away.
- Carry your equipment and your planner.
- Use active listening to focus on your learning.
- Complete your homework when required.
- Carry out tasks to the best of your ability.




**☑ RESPECT**

Every single member of our school community deserves to be treated with respect. Mutual respect creates a positive learning environment.

**OUR EXPECTATIONS: HOW TO BE RESPECTFUL.**

- Be kind and polite to others.
- Respect each other's beliefs, ideas and personal space.
- Hold the door open for those behind you.
- Respect the building, be careful not to cause any damage.
- Queue patiently at lunchtime.
- Place litter in the bin and clear up after yourself.
- Greet others positively, smile and respond politely.
- Show respect by following Kingsway Bees.
- Follow staff instructions.




**☑ SAFE**

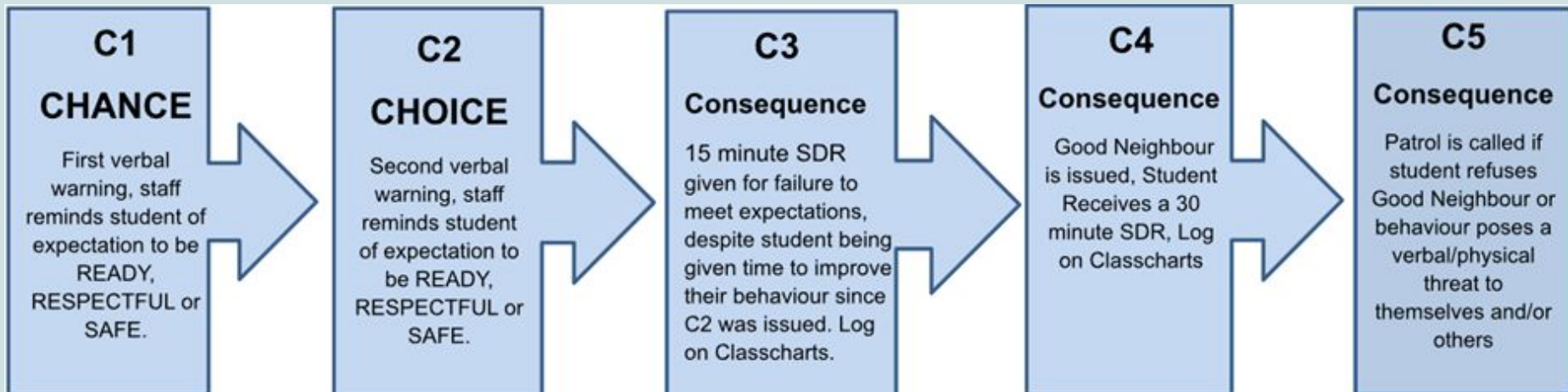
School should feel calm and safe. The environment should allow for high quality learning to take place.

**OUR EXPECTATIONS: HOW TO BE SAFE.**

- Walk Calmly.
- Walk on the left.
- Speak at an appropriate volume.
- Behave safely as you travel to and from school.
- Sit in your allocated seat.
- Use equipment appropriately.
- Attend all lessons promptly.
- Respect one another's personal space and boundaries.



# Respect: C System



- C3 is logged on classcharts and has a consequence after your chance and choice warning.
- C5 can result in a 60 minute SDR in the ready to learn room in addition to time to reflect on your choices.

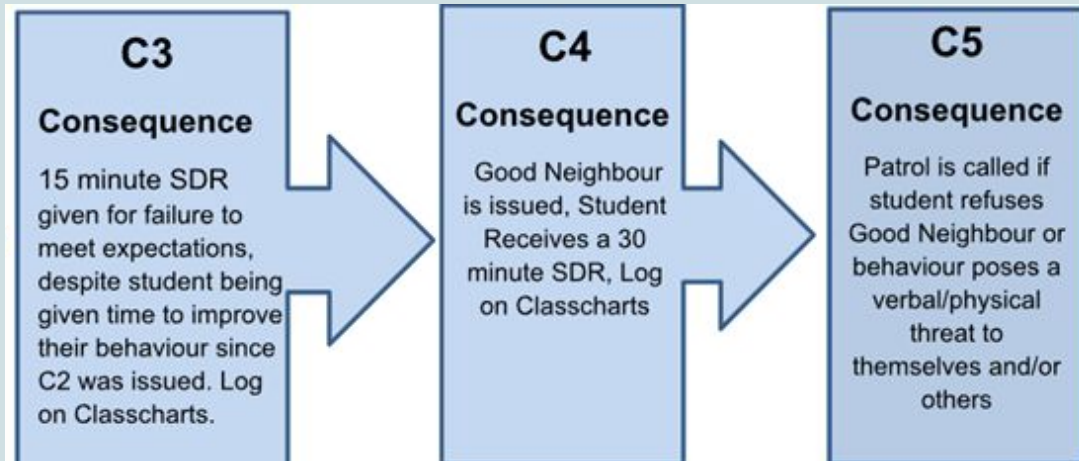


# Same Day reflection (SDR's)



SDR's are in Broadway canteen.

This is a time for you to reflect on why you received a consequence and understand how you can prevent this happening again.

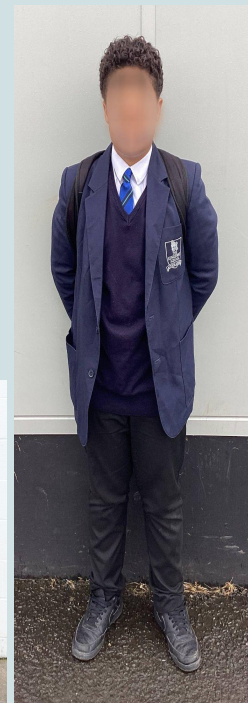
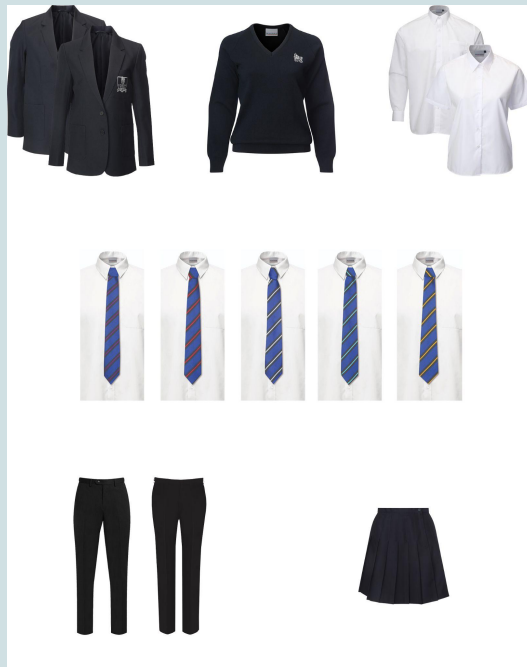


# Ready to Learn

In addition to equipment checks Students should demonstrate that they are ready to learn by wearing their TKS uniform with pride.



- Tie in year colour - Four stripes minimum
- Skirt - at full length not rolled up
- Socks or tights- Black or Navy, knee high no adornments such as bows or frills
- Blazer worn at all times in the building unless directed by staff due to a heatwave, in which case it should be carried over the arm or placed neatly in their school bag.
- Discreet makeup only
- Shirt should be tucked in
- Black polishable shoes
- School trousers, no leggings
- Full school PE kit.



| What?                                                                        | Who?      | When?                                                              | Where?                       | Enrichment Category |
|------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------|------------------------------|---------------------|
| <b>Monday</b>                                                                |           |                                                                    |                              |                     |
| Drama Club                                                                   | KS3       | 13:30 (Break 2)                                                    | B42                          | Kingway Creative    |
| LG&TQA + Club                                                                | KS3       | 13:20 (Break 2) - Blue Weeks Only                                  | B0                           | Kingway Community   |
| Flag Football                                                                | KS3       | 15:00                                                              | Broadway Field / Sports Hall | Kingway Active      |
| LAMDA Exams                                                                  | KS2 / KS4 | 15:00                                                              | B42                          | Kingway Creative    |
| <b>Tuesday</b>                                                               |           |                                                                    |                              |                     |
| KS3 Computing Club                                                           | KS3       | 15:00                                                              | B29                          | Kingway STEM        |
| Y7 & Y8 Rugby Training                                                       | Y7 / Y8   | 15:00                                                              | Broadway Field               | Kingway Active      |
| Cheer                                                                        | KS2 / KS4 | 15:00                                                              | Broadway Hall                | Kingway Active      |
| Tabletop Wargames: Warhammer, Magic The Gathering, Disney's Lorcana & more!  | KS3       | 15:00                                                              | B21                          | Kingway Creative    |
| Anime & Comics Club                                                          | Y7        | 15:00                                                              | B25                          | Kingway Creative    |
| <b>Wednesday</b>                                                             |           |                                                                    |                              |                     |
| KS3 Student Leadership                                                       | KS3       | 08:30 (Form Time)                                                  | B9a                          | Kingway Community   |
| Feminist Society                                                             | KS3       | 12:20 (Break 2) - Red Weeks only                                   | B34                          | Kingway Community   |
| Culture Club (Student-led)                                                   | KS3       | 13:20 (Break 2)                                                    | B4                           | Kingway Community   |
| Y9 Football Training                                                         | Y9        | 15:30                                                              | Broadway Field               | Kingway Active      |
| Cross Country - All Years                                                    | KS2 / KS4 | 15:00                                                              | Broadway Field               | Kingway Active      |
| The Big Pick                                                                 | KS3       | 15:00 - Red Weeks only                                             | Broadway Quad                | Kingway Community   |
| Y7 JLT                                                                       | Y7        | 08:30 (Form Time) - Last Wednesday of term only.                   | Canteen                      | Kingway Community   |
| Y8 JLT                                                                       | Y8        | 08:30 (Form Time) - Last Wednesday of term only.                   | B9a                          | Kingway Community   |
| Y9 JLT                                                                       | Y9        | 08:30 (Form Time) - Last Wednesday of term only.                   | B22                          | Kingway Community   |
| <b>Thursday</b>                                                              |           |                                                                    |                              |                     |
| Debate Club (Student-led)                                                    | KS3       | 12:20 (Break 2)                                                    | B4                           | Kingway Community   |
| Art & Craft Club                                                             | KS3       | 15:00                                                              | B25                          | Kingway Creative    |
| Design Engineer & Construct (DEC)                                            | KS3       | 15:00 - Red Weeks only                                             | B30                          | Kingway STEM        |
| Y9 & Y10 Rugby Training                                                      | Y9 / Y10  | 15:00                                                              | Broadway Field               | Kingway Active      |
| Ukulele Club                                                                 | Y7        | 13:20 (Break 2) - Red Weeks only                                   | B32                          | Kingway Creative    |
| Board Games Club                                                             | KS2 / KS4 | 15:00                                                              | B0                           | Kingway Community   |
| Y7 Football Training                                                         | Y7        | 15:00                                                              | Broadway Field               | Kingway Active      |
| Duke of Edinburgh: DofE Skill - First Aid Course<br>DofE Expedition Training | Y9        | 15:00<br>(Day may be subject to change - please see Key Messages). | Broadway Hall                | Kingway Community   |
| <b>Friday</b>                                                                |           |                                                                    |                              |                     |
| Board Games Club (Student-led)                                               | KS3       | 13:20 (Break 2)                                                    | B4                           | Kingway Community   |
| Badminton Club                                                               | KS2 / KS4 | 15:00                                                              | Broadway Sports Hall         | Kingway Active      |



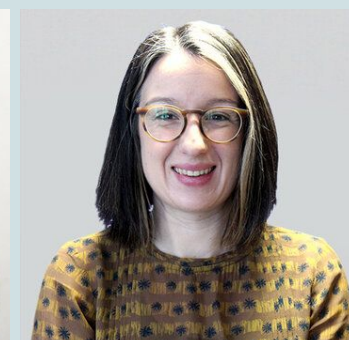
## Enrichment timetable KS3



# Tonights Introductions



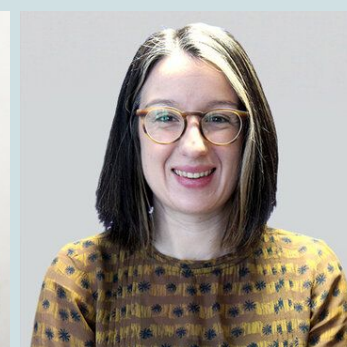
Any  
questions?



# Tonights Introductions



Please come and speak to us now so that we can discuss your child, including any adaptations or support they may need.



# Tonights Introductions



Please sign up for our additional  
**SEND** transition day next Monday  
29th June



# Key Contacts



## Key Contacts

Mrs. J. Gillen (SENDCo)

[j.gillen@kingsway.stockport.sch.uk](mailto:j.gillen@kingsway.stockport.sch.uk)

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- Pupil Passports
- Progress groups / interventions

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