



SEND Information Report 2021/2022

AIMS

Our SEND information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Sir John Talbot's School is situated in the heart of Whitchurch and is a well-established, highly successful 11-18 secondary school with approximately 800 students. Our mission is to enable young people to be successful, creative, lifelong learners participating in a journey of self-discovery through the vision of 'Achievement through caring'.

Sir John Talbot's School is a vibrant learning community, comprising a very supportive parent body, caring and forward-looking staff, energetic and thoughtful students, a proactive governing body and an ever-developing cross section of community partners. Children are placed firmly at the centre of all we do; we pride ourselves on offering a wealth of opportunities allowing all in the learning community to experience success in many ways and at a variety of levels. Our challenge therefore is to constantly seek out new ways to innovate from within the classroom and outside it, as we believe firmly in the need to keep moving forward, so that our young people have the best possible experiences and life opportunities.

We believe: successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills, and feel safe to take risks with confidence and courage.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN Information Report

WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A student has SEND where their learning difficulty or disability calls for special educational provision. They have a learning difficulty or disability if they have:

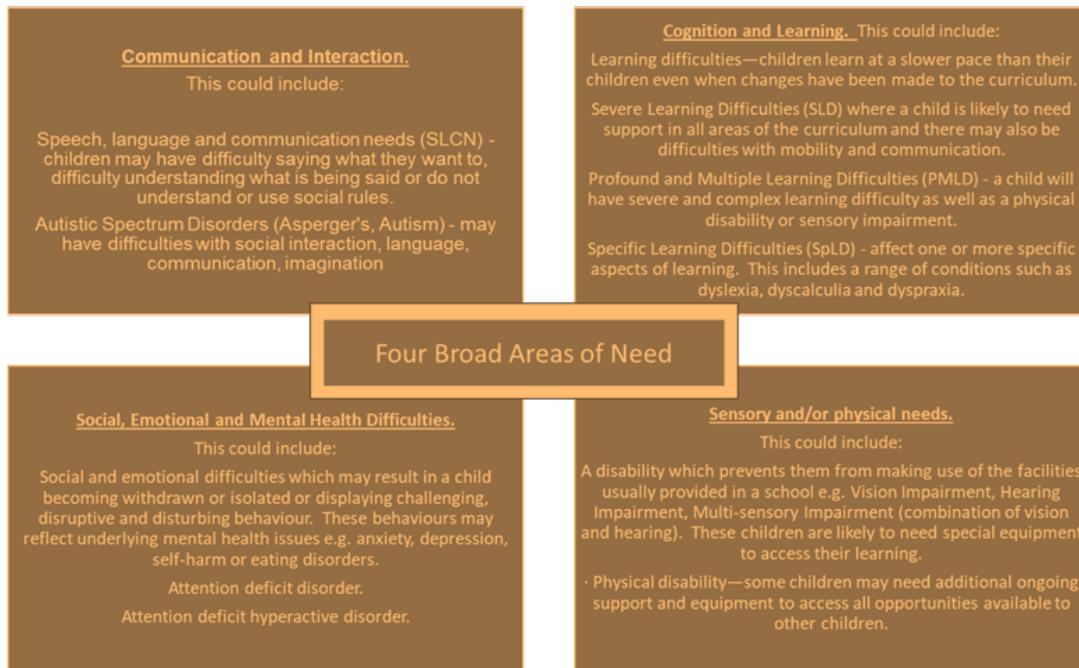
- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This means provision that is different from or additional to that normally available to students of the same age.

WHAT KINDS OF SEN ARE PROVIDED FOR AT SJT?



The Special Educational Needs and Disability Code of Practice 0-25 Years (2015) identifies students' SEND in four broad areas of need:



We provide support for students with needs within all four broad areas of need at SJT within the mainstream school.

THE HUB (SPECIALIST PROVISION)

The Hub is a specialist provision situated on the site of Sir John Talbot's School. The focus of this provision is for students with an Education, Health and Care Plan (EHCP), who have a special educational need in Social, Emotional and Mental Health and Communication and Interaction (Autistic Spectrum Condition) as their main area of difficulty.

The vision of the Hub is to enable students who otherwise would not be able to access mainstream school, to gain a personalised education in a supportive, caring, and safe environment. Alongside teaching the curriculum, staff will provide opportunities for 1:1 specialist support, small group work, social skills intervention, and emotional support. We endeavour to provide an inclusive experience for all students and this facility aims to bridge the gap between specialist and mainstream school, transitioning students into the wider areas of the school as well as the Hub.

Such interventions and support provide the holistic approach that will enable students to achieve their full potential.

The Hub provision is a bespoke facility that is applied for through the Local Authority rather than the usual school's admissions process. Places are allocated on need and availability.



WHO CAN I TALK TO ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

The Special Educational Needs and Disability Co-ordinator (SENDCo) for SJT is Mrs Katherine Edmonds.

Email: Katherine.edmonds@sjt.mmat.co.uk

Tel: 01948 660600

She is responsible for:

- Working with the Headteacher, the Assistant Headteacher, Raising Standards Leader Alternative Curriculum and the SEND Governor to determine the strategic development of the SEND Policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND Policy and the coordination of specific provision made to support individual students with SEND needs, including those who have Education Health and Care Plans (EHCP).
- Ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the school's SEND Development Plan.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting, and involved in reviewing how they are doing as part of the assess, plan, do, review process.
- Liaising with all outside agencies who may be coming into school to help support a child's learning e.g., Speech and Language Therapy, Educational Psychology, etc.
- Updating the school's SEND register (a system for ensuring all the needs of children with SEND in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress possible.
- Evaluating, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable student.
- Coordinating Access Leaders ensure the best support is given to the students on the SEND register and those with Graduated Support Plans and Education, Health and Care Plans.
- Advising on the graduated approach to providing SEND support and Universal Offer.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.

Your child's teachers are responsible for:

- The progress and development of every student in their class.
- Working closely with student support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student progress and development and decide on any changes to provision.
- Ensuring they follow the SEND Policy.
- Differentiating appropriately and ensuring they provide quality first teaching as part of the Universal Offer.



The Head of School, Mr Tim Stonall, and Assistant Headteacher, Laura Richmond are responsible for:

- The day-to-day management of all aspects of the school, this includes the support for student with SEND.
- Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Supporting the school SENDCo in terms of budgeting the SEND provisions.

The SEND and Safeguarding Governor is Dawn Lewis and is responsible for:

- Helping to raise awareness of SEND issues at Local Governing Board meetings.
- Monitoring the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Working with the Headteacher, Head of School, Assistant Headteacher and SENDCo to determine the strategic development of the SEND
- Policy and provision in the school.

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?

First of all:

You should speak to your child's subject teacher. The class teacher will also pass on your concerns to the Key Stage Lead and SENDCo.

What if I am still concerned?

You can make an appointment to meet with the SENDCo (this is done via the school office) or you can attend a SENDCo drop in session, these are usually on parents evening.

What if I am *still* concerned?

You could make an appointment to speak with the Head of School or our SEND Governor.



HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING AND PROGRESS?

Potential additional needs and progress is monitored in the following ways:

- Information from previous school, parents/carers, students, and outside professionals will be used to identify specific learning needs.
- Students entering the school in Year 7 will be screened for literacy levels through baseline assessments.
- Mid-year transfers – students will arrive with school data and will be screened for literacy levels through baseline assessments.
- All students undergo ongoing assessment through their subject teacher and the whole school termly monitoring process. Under performance is identified by Faculty Directors, teachers and through Raising Achievement Meetings.
- The school will assess internally (and, if necessary) with the support of external agencies, when parents raise concerns regarding their child's learning and/or social and emotional wellbeing.
- Staff will actively employ intervention strategies within the classroom ensuring 'quality first teaching' to aim to support the vast number of students.
- School works closely/liaises as necessary with any external agencies involved with our students.
- Student Progress is reviewed termly by Faculty Directors and teachers. The Student Support and Wellbeing Faculty is informed of students not making adequate progress and possible reasons, including SEND.

If it is felt that your child would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- plan any additional support for your child.
- discuss with you any referrals to outside professionals to support your child's learning.

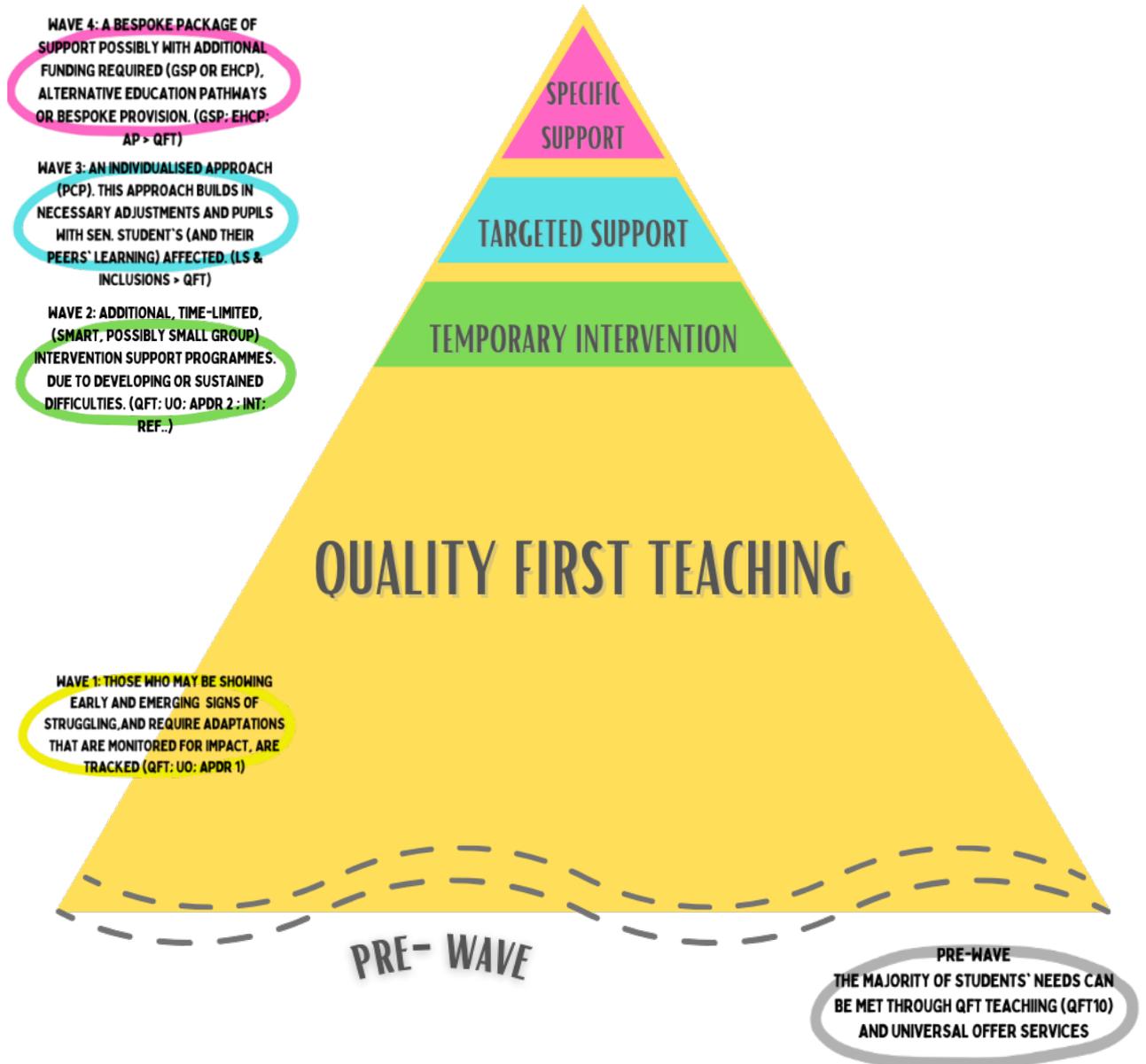
WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR STUDENTS WITH SEND AT SJT?

Support is provided along a graduated pathway at SJT whereby most students' needs are met through the Universal Offer, including Quality First Teaching.

Where a students' needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the student to a provision that meets their need: specific, low-level intervention, high-level intervention, or an extensive provision, possibly with additional funding required, via a bespoke provision offer Graduated Support Plan or Education, Health and Care Plan.

Further examples of the kinds of provision and support available at SJT can be found in the SJT Provision Map at the end of the SEN Information Report.

The diagrams below outline the graduated pathway and support at SJT:





Targeted classroom teaching by Subject Teachers (also known as Quality First Teaching)

For your child this will mean that:

- the teacher has the highest possible expectations for your child and for all student in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in their learning. This may involve things like using more practical and visual resources.
- specific strategies (which may have been suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- your child's teacher will continually check your child's progress and differentiated activities will be in place to address gaps in learning in order to help your child make the best possible progress.

All students receive this as part of excellent classroom practice.

Specific group work or curriculum support with a smaller group of students (Intervention Groups)

Intervention Groups: provide targeted, short term support to address a particular area of learning such as reading, spelling, handwriting/typing tutor emotional regulation or social skills for example.

This could also include subject based revision or catch up support,

- may be led inside the classroom or in a different room.
- may be led by a teacher or a teaching assistant who has had the appropriate training to lead the group.

Support through Intervention Groups is available to all students, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include students on the SEND Register, as appropriate to their individual needs.

Specialist support by an outside agency

Student on the SEND Register in the category of School Support may also receive support from a member of staff from an outside agency e.g. Speech and Language Therapy (SALT), Sensory Inclusion Service (hearing and visual needs).

For your child this will mean:

- your child will have been identified by Teachers/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to, Quality First Teaching and intervention groups.
- you will be asked for your permission for the school to refer your child to the appropriate agency.
- an appropriate professional will work with your child to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your child.

This type of support is available for students with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified bespoke support

This is usually provided by a **Graduated Support Plan** or **Education, Health and Care Plan (EHCP)**. This means your child will have been identified as needing a very high level of support to access the curriculum, which cannot be provided from the budget available to the school. Usually your child will also need specialist support from professionals outside the school e.g. Speech and Language Therapy (SALT), the ASD Outreach Team (Spectra), Learning Support Advisory Teacher (LSAT), Sensory Inclusion Service (hearing and visual difficulties), Educational Psychology, etc.

For your child this will mean:

- the GSP/EHCP will outline the level of support your child will receive, how support should be used and what strategies must be put in place.
- the GSP/ EHCP will set out long and short term goals for your child.
- the EHCP will be reviewed annually.

This type of support is only available to students whose learning needs are severe, complex and, in some cases, lifelong.

IF MY CHILD REQUIRES AN EHCP, HOW DO I GET THIS FOR MY CHILD?

Following intervention from the school, and outside agencies, it may be felt that your child's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent) may wish to request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.



You and/or the school will complete a request for statutory assessment which will provide the LA with information about your child such as attainment levels, strategies and resources that have been used in school, areas of difficulty, external professionals' advice, and attendance.

The LA will then decide if your child's needs seem complex enough to require a statutory assessment. If this is the case, they will then ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with SEND Support.

After the reports have all been received by the LA they will decide if your child's needs are severe, complex, and lifelong and if additional support is required to enable your child to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEND support.

The EHCP will outline the band of support your child will receive from the LA and how the support should be used and what strategies must be put in place to help your child meet long and short-term goals. This support may be used to support your child with whole class learning, run individual programmes or run small group interventions to include your child.

HOW IS EXTRA SUPPORT ALLOCATED TO STUDENT AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS?

- The school budget includes money for supporting students with SEND.
- The Headteacher decides on the budget for SEND in consultation with the School Governors and SENDCo, considering the students already receiving support, the students needing extra support and the students who have been identified as not making as much progress as would be expected.



- If appropriate, students may also be part of targeted intervention groups to address needs.
- All resources and support are reviewed regularly, and changes made as needed.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO STUDENT WITH SEND AT SJT?



WHAT TRAINING DO STAFF HAVE TO HELP THEM MEET THE NEEDS OF STUDENT WITH SEND?

- The SENDCo supports teachers in planning for students with SEND.
- SJT has a training plan for all staff to improve teaching and learning for all student and this includes whole school training on SEND issues such as ASD, speech and language difficulties, etc.
- Individual members of staff also attend training courses run by outside agencies that are relevant to the needs of specific student in their class.

HOW WILL TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Subject teachers plan lessons considering the needs of all students in their class, including those with SEND.
- Specially trained access leaders can adapt the teacher's planning further to meet the needs of individual students, if needed.
- Your child may also be part of an intervention group to target a particular area of learning i.e., reading or handwriting.



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- If appropriate, resources may be provided to help your child's learning i.e., access to a laptop to record work, pencil grips, fidget toy.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR STUDENT AND YOUNG PEOPLE WITH SEND?

- All students, including students with SEND, have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- Student progress meetings are held regularly throughout the year to identify student including those with SEND that are not making expected progress and the support being put in place for these students.
- Regular meetings with staff, parents and students ensure that interventions and additional support have the desired impact on students' progress, attainment, and personal development.
- The SEND Department is part of the whole school Raising Standards Review Process.

HOW ARE STUDENT AND YOUNG PEOPLE WITH SEND FACILITATED TO ENGAGE IN ACTIVITIES AVAILABLE WITH STUDENTS IN THE SCHOOL WHO DO NOT HAVE SEND?

- We ensure that all students have equal opportunities.
- All our students are encouraged to join in a large range of extra-curricular activities.
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual student.

HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR STUDENTS WITH SEND?

The wellbeing of all our students is paramount. The SEND Department works closely with the Pastoral team to meet the social and emotional needs of all students, including those with SEND. This can include:

- Students having access to a School Counsellor, Student Support Mentor, Public Health Nursing Services, and various intervention programmes including Equine Therapy.
- The Raise Room is a Pastoral facility available on an individual needs basis for students who may need additional support due to Social Emotional and Mental Health (SEMH) issues.
- The Reset facility supports students on an individual needs basis, particularly for those on a Personal Learning Plan (PLP).
- The Student Support Learning Resource Centre is available for students to access support. This can include support and break, lunch, and social times
- Students are made aware of key safeguarding staff.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Academic progress will be assessed termly by subject teachers. Progress will be monitored by subject teachers, Curriculum Directors and the SENDCo.
- Students with SEND have a Pupil Centred Plan (PCP) which will be reviewed with you and the student each term.
- Student PCPs, Profiles and assessment data are monitored by the SENDCo each term to ensure learning approaches are appropriate and students with SEND are making progress.
- If your child has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your child's education.



HOW IS SJT ACCESSIBLE TO STUDENT WITH SEND?

All children with and without SEND have a wide range of opportunities they can engage in via the curriculum, through after school activities and residential visits. Activities are available to all students and if necessary reasonable adjustments to itineraries or activities can be made (in discussion with either the student directly and/or the parents/carers) as required.

We encourage all students to work together, recognising the individual strengths of each other and understanding that they need to work collaboratively to help and support each other. Additional measures based on areas of need:

- adjustment to teaching styles
- adjustments to materials for example, colour of paper, font size
- additional resources or supportive equipment as needed

SJT is mainly one level, with ramps where necessary, which ensures it is accessible to all students. Lifts are available for wheelchair access and other disabilities

HOW DO WE WORK TOGETHER WITH STUDENTS WITH SEND?

We value the opinion of all our students and allow regular opportunities for students to discuss their learning and support. This can include:

- Feedback from students in all SEND review meetings
- Student Voice is central in the development Person Centred Plans
- Access to the Student support and well-being centre
- Use of key workers/Access Leaders where appropriate
- Various intervention programmes and support available
- Pastoral mentor reviews and mentoring meetings
- Students' views are sought on their progress prior to an Annual Reviews
- Students are involved in target setting through the person-centred meetings process every term
- Student's views are sought regarding referrals to external agencies where practicable
- Students are invited to join all SEND reviews
- Students are spoken to directly if parents have expressed concerns/difficulties regarding either learning or social development

WHAT EXPERTISE ARE AVAILABLE WITHIN OUR SCHOOL?

Time is provided for staff training to raise awareness of practical ways to improve support for SEN students facing barriers to learning. Training is provided in-house, utilising, and sharing our own areas of expertise and good practice within the classroom and externally through external agencies, the Local Authority and through online training.

Specific teaching and learning strategies for individual students are shared with staff through Continuing Professional Development (CPD) sessions and staff briefings.

Examples of training opportunities provided for staff are:

- Autism Spectrum Disorder (ASD)
- Dyslexia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Safeguarding Children and Child Protection training
- Specific Learning Difficulties (SpLD)



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- Attachment Level 1 / Level 2
- EpiPen
- Automatic External Defibrillator (AED)
- Emotional Intelligence
- Trauma
- Feeding: Choke/Peg
- Hearing Impairment
- Phonics – Ruth Miskin
- Management of Actual or Potential Aggression (MAPA)
- Evacuation Chair
- Mental Health First Aid
- Bilevel Positive Airway Pressure (BiPap)
- Down's Syndrome
- Prevent
- STORM
- Child Sexual Exploitation (CSE) Pathway
- Early Help

WHICH EXTERNAL AGENCIES DO WE WORK WITH?

We access a wide variety of services to support all aspects of development for SEND students, including:

- Educational Psychologist
- ENHANCE
- Sensory Inclusion Service – visually and hearing-impaired students
- Spectra
- Occupational Therapy Service
- Emotional Health and Wellbeing Service (formally CAMHS)
- Autism West Midlands
- Family Information Service
- Shropshire Youth (Shropshire Careers service)
- Early Help Team/COMPASS
- Child in Need Team
- Diabetic & Epilepsy Nurses
- Education Welfare Officer
- Family Support Workers
- Looked After Children Teams (Virtual schools)
- Social Care Services
- School Nurse
- Woodlands Outreach

HOW DO WE WORK TOGETHER WITH YOU AS A PARENT OF A CHILD WITH SEND?

- We believe that parent/carer involvement and support is vital to the success of the education of the student, and especially those with SEND.
- At SJT we have an open-door policy and teachers are available to discuss your child's progress or any concerns you may have, at a mutually convenient time.



- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment can be made by contacting the SENDCo.
- The SENDCo runs a drop-in session during parents' evenings.
- Access Leaders may share with you strategies that are working well in school for your child so that similar strategies can be used at home if appropriate.

We work closely with all parents to listen to their views so that we can build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

All parents are encouraged to attend Parents' Evening each term. Additional meetings can be arranged with the SENDCo as necessary.

Students who have an EHCP will also have an annual review. The student, parents and professionals who are working with the student, will be invited to the meeting to review progress, and set new challenging targets for the future.

All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a report.

Homework can be adjusted as appropriate to meet your child's needs. If this is needed, then please contact the SENDCo to discuss.

If appropriate, a home/school contact book may be set up to support communication between home and school.

We respect the differing needs of parents/carers such as disability or communication and linguistic barriers. We offer our English as an Additional Language (EAL) students a Teaching Assistant (TA) to attend meetings where appropriate to provide support. Parents/carers are also encouraged to bring an appropriate friend/relative to meetings if they wish to do so.

SEND LOCAL AUTHORITY – LOCAL OFFER

www.shropshire.gov.uk/the-send-local-offer/

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential, and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am to 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY MOVE TO ANOTHER CLASS IN OUR SCHOOL OR THEY LEAVE SJT?

We recognise that transitions can be difficult for all student and particularly student with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

For year group transitions or transitions between subject teachers we make sure that PCPs (including learning styles, outside agencies involved, interests) and QFT teaching toolkits are available, so teachers



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know how to support your child. More bespoke support including moving up books and social stories can be put in place as needed.

If your child moves to another school, we will:

- contact the SENDCo at the new school and ensure they are aware of the support your child needs.
- ensure that all records about your child are passed on as soon as possible.

To support transition at key points. We endeavour to support students as needed.

For Primary to Secondary transition. This could include:

- arranging visits to the school prior to entry to support with transition
- meetings with primary school teachers/SENDCo/external agencies where appropriate to gather information
- meetings with parent/carers to reassure and discuss specific needs
- providing photographs/virtual tour of the school
- identifying where the student may feel anxious
- adjusting groups to ensure friendships can be maintained
- providing an agreed buddy
- specific and relevant information and guidance available to all teaching staff

For Post 16 Transition this could include:

- Sharing information with sixth form, college, or other settings the student is moving to. We will agree with parents and student's which information will be shared as part of this.
- Careers Advisor support in school
- Arranging additional visits to college as needed
- CIAG information and opportunities provided through CareersFest and STEMFest
- Discussions with student during EHCP annual reviews

WHAT SHOULD I DO IF I AM NOT HAPPY WITH THE SUPPORT MY CHILD RECEIVES?

If you have any questions, concerns, complaints, or compliments about our provision for students then please do not hesitate to get in touch. This can be done in the following ways:

Mrs Katherine Edmonds, SENDCo: Katherine.Edmonds@sjt.mmat.co.uk

Mrs Laura Richmond, Assistant Headteacher, Raising Standards Leader Alternative Curriculum and Designated Safeguarding Lead (DSL): Laura.Richmond@sjt.mmat.co.uk

Dawn Lewis, SEND and Safeguarding Governor: Dawn.Lewis@sjt.mmat.co.uk

School Office: 01948 660600 Admin@sjt.mmat.co.uk



SJT PROVISION MAP

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Cognition and Learning</u>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Opportunities for multi-sensory learning 	<ul style="list-style-type: none"> • Focused teaching on individual targets • Additional Access Leader support in class • Extra 'thinking time' to organise thoughts and complete work • Additional use of ICT to support reading such as reading pens or Text to Speech technology • Alternatives to writing such as use of laptop, scribing support or speech to text technologies • Use of resources to focus concentration such as fidget toys or movement/brain breaks • 1:1/small group teaching for phonics • Access arrangements for exams such as reader, scribe, extra time • Intervention groups such as IDL or Precision Teaching • Individual support from Educational Psychologist and Outreach services

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Communication and Interaction</u>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Opportunities for multi-sensory learning 	<ul style="list-style-type: none"> • Visual timetables • Multi-sensory activities • Peer support to model language • Focused teaching on individual targets • Access Leader support in class. • Access to small groups at break, lunch, and social times • Individualised reward systems – related to interests • Visual timetables • Access arrangements for exams such as reader, scribe, extra time, prompter, rest breaks • Access to quiet 'time out' space or small group support as needed via Learning Support, Raise or Reset as appropriate. • Regular contact with a staff mentor • Intervention groups such as emotional regulation, Equine Therapy • Individual support from outside agencies such as Woodlands Outreach, Educational Psychologist, BeeU • Personalised Learning Plan



		<ul style="list-style-type: none"> • College or work experience placements at KS4.
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	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Social, Emotional and Mental Health</u>	<ul style="list-style-type: none"> • Quality First Teaching • Differentiation strategies • Positive behaviour management strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Opportunities for multi-sensory learning • Whole school behaviour policy – rewards and sanctions • Whole school and class rules • Focused PSHE curriculum • Subject and whole school rewards • Positions of responsibility 	<ul style="list-style-type: none"> • Focused teaching on individual targets • Access Leader support in class. • Access to small groups at break, lunch, and social times • Individualised reward systems – related to interests • Visual timetables • Access arrangements for exams such as reader, scribe, extra time, prompter, rest breaks • Access to quiet 'time out' space or small group support as needed via Learning Support, Raise or Re-set as appropriate. • Regular contact with a staff mentor • Intervention groups such as emotional regulation, Equine Therapy • Individual support from outside agencies such as Woodlands Outreach, Educational Psychologist, BeeU • Personalised Learning Plan • College or work experience placements at KS4.

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>



<u>Sensory and Physical</u>	<ul style="list-style-type: none">• Quality First Teaching• Differentiation strategies• Flexible teaching arrangements e.g., seating• Stimulating curriculum• Opportunities for multi-sensory learning• Accessible site	<ul style="list-style-type: none">• Focused teaching on individual targets• In class TA support• Use of resources such as pencil grips, different paper types, larger fonts, alternative PE equipment as needed on advice from outside agencies• Visual timetables• Use of Makaton• Additional use of ICT to support independence in class• Interventions as needed such as Typing Tutor, Motor Skills United, OT Pack• Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy as needed
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