

## **SEND Department**

### **KS3 Intent:**

As part of our effective transition process, information is gathered from feeder primary school and parents of prospective parents of students in years 5 and 6. Enhanced transition includes additional primary visits, SENCO /TA primary observations, action for inclusion meetings, analysis of KS2 and other relevant data for literacy / numeracy, liaising with and responding to professional guidance and reports and gathering information and data on all students who are beginning their secondary education at The Catholic High School. We complete our effective transition process with an extremely popular summer school, which enables students to develop friendships and confidence before they begin school in year 7.

Students who have an additional need are placed across all form groups, to ensure a broad range of need and ability across the school. Certain students may be placed in a 'supported form group' with the additional support of a Teaching Assistant during some lessons. We also ensure that these groups have the full spread of ability levels. We try to keep specific Teaching Assistants in place to support Year 7 students as they have an understanding of the transition process. It is common for us to use resources from the 'Autism Transition Pack' to support such high need students, many of which are highly anxious about beginning with us.

Student interventions take place based on individual need and an effective referral system. Teachers provide effective teaching across school, which, according to the SEN Review in Mainstream Education Review, March 2020, should be the starting point of lesson planning for students with SEND, not individual needs or labels – since effective teaching strategies and approaches appear to work universally to support children's learning. Effective differentiation and scaffolding enables all students to reach the same goal and Teaching Assistants are placed within certain groups to support in-class learning. Teaching Assistants encourage students to work independently, using group activities to support academic progress, such as cooperative learning and peer tutoring. This is evidenced by the Council for Exceptional Children (2014) as effective interventions. Referrals can be made for students who require support that goes beyond that of Quality First Teaching strategies. Interventions may take place before or after school during intervention sessions or during lesson times for specific students, dependant on need. Students receiving lesson-based withdrawals may have a specific literacy or numeracy need or have other barriers to learning such as more complex communication difficulties or anxiety. Additional support is also arranged for vulnerable students due to the impact of Covid. A range of support is offered to students on an individual need basis. This includes academic, social and emotional support during periods of isolation and upon return to school. Referrals to the SEN and trinity team are followed with appropriate intervention packages to support students based on their individual needs. EHCP provision and targets are closely followed using appropriate adjustments where necessary. Students are fully supported upon return to school, on an individual need basis.

Students with complex needs as outlined on an Education, Health and Care plan may require tailored intervention programmes to supplement their lesson-based learning. All interventions run in consultation with the student and parent / carer, and will be always impact assessed, at least every term.

Students are assessed on intake to establish reading ages and determine standardised scores for all Year 7 students. This, in conjunction with KS2 SATs results enables us to create a group of students who require additional support for literacy, those with a standardised score below 90, or a reading age at least 1 year below their chronological age. According to Goransson and Nilholm 2014, inclusion should focus on the 'placement of pupils with disabilities / in need of special support' (in general classrooms), therefore in order to minimise curriculum impact, students are withdrawn once per week for targeted literacy sessions lead by a HLTA. These students receive subsequent in-class support to assess progress and the implementation of strategies covered during the sessions. Students will return to a full curriculum when they have made progress, in line with their academic ability. This will vary depending on each individual student and in conjunction with student and parent views. We also assess spelling on intake, as this also impacts all elements of the curriculum, including elements of GCSE SPAG marking. Students who have a specific spelling need are offered intervention sessions before or after school once per week, in addition to a supplementary programme that can be accessed at home. In both instances, parents are fully informed of the type of intervention and given access to the online learning packaged at home. Students who are more vulnerable, who may not be able to access home based learning, are highlighted and a more personalised timetable may be created in such instances.

Students who require additional support with numeracy are offered before and after school catch up sessions. We also have a specialist maths intervention TA who offers support for students in years 9 – 13 who may need a confidence boost, or are requiring support with a specific mathematical concept. All interventions are logged and impact assessed using the database.

Within year 7, we identify a small cohort of students who for part of our nurture group. Students are identified through were identified through literacy and numeracy screening assessments, data from primary school and feedback from their class teachers. We also take into account other SEND information. The nurture group will follow a programme to incorporate catch-up work from Year 5 and 6 which is mapped onto some of our schemes of work, but delivered at the appropriate level. Targeted sessions will address gaps in learning which have arisen from the lockdown and earlier knowledge gaps where these have been identified. The long-term planning has taken into consideration other subjects including, but not limited to, History, Geography, Art, DT, Food tech., Computing, Drama and Science. These will be delivered as part of literacy sessions, key skills sessions and during themed weeks which take place approximately once a term. Where possible the curriculum has been mapped onto the content being delivered at Year 7 e.g. Goth Girl and the ghost of a mouse in place of Gothic Fiction; animal poetry instead of 'Nature and the Romantics'. There is a significant focus on improving reading fluency. In line with the guidance to promote reading for pleasure (UK Government 2012), students are given a

choice of texts to read including award winning books, picture books and texts for reluctant or dyslexic readers. Reading at home is strongly encouraged with students being provided with reading diaries and there is a reading competition in the summer term. Students are also provided with links to online texts and audiobooks to supplement their reading in school.

The Mathematics curriculum is broad and tackles most topics at a differentiated level with some content being left until the summer term when progress will have been made. This will ensure that the students within the nurture group don't fall further behind in their core curriculum areas. For a small number of students who are working well below the expected level, supplementary interventions in reading/phonics and Maths will be provided. The intention is that these students will then be able to transition back into mainstream lessons in Year 8 when they are able to access a full curriculum, in line with their academic ability and reach an appropriate standard. There is a focus on positive interactions with peers and staff and a modified behavioural system is focussed on rewards rather than sanctions, which are only used when necessary. Students can be celebrated for hard work and enthusiasm during weekly 'Student of the week' celebrations which promotes wellbeing and boosts their confidence. 'Secondary nurture groups have been recommended by various government papers (Estyn 2014; Ofsted 2008) and their outcomes investigated in several academic studies (e.g., Chiappella, 2015; Colley, 2012; Grantham & Primrose, 2017).' There are clear benefits to the students, not just academically, but also in terms of developing key skills which will be useful in their further education and life after school, particularly teamwork, communication and resilience.

Students who have social, emotional or mental health need are supported by the trinity team and also through TA interventions, depending on each individual case. This follows a tight referral route, beginning with primary information collection and involves programmes such as ELSA, heart math, anger management and social skills groups. According to Nowicki (2003), ...'children who are struggling academically may also be experiencing social difficulties...and may have lower self esteem', therefore there is a coordinated approach to providing support for all students across school, with teachers also incorporating a range of communication and interpersonal skills within lessons. We also offer outreach support from our Autism Resource Provision across all year groups. These short-term withdrawals are also impact assessed and enable students to have a structured and often staged reintegration back into mainstream lessons. According to Garrotte et al, 2017, teaching social interaction skills to all students gains positive impacts amongst all students within a school, including those with ASD. We offer continuous support with this to enable all students to make progress with their social-communication skills. Feedback on these interventions is provided to parents and staff to enable a holistic approach to students within our school community. Staff demonstrate clear expectations within lessons and implement strategies as outlined by McLeskey et al., 2017 where staff 'build and foster positive relationships...culturally responsive expectations, routines and procedures within their classrooms', provide effective feedback that 'guides student learning...to increase students motivation, engagement and independence'.

A full range of interventions is available of the SEND provision map document and the SEND Information report.

## KS4 Intent

We offer enhanced transition for specific students in preparation for KS4, beginning with support offered by the careers service for individual students who have an EHCP, or who may be more vulnerable in school. This includes options advice for students and parents at annual review meetings and an assessment of individual students' aspirations and potential difficulties during their KS4 course. We also offer a personalised timetable for students who have complex needs, for example those students with an EHCP. This enables students who require continued literacy support or specific pre and post-subject specific learning, the opportunity to do so within the school environment. Students are supported to develop their key skills, such as organisation and self-motivation. Sessions may also be used to provide continued social skills and life skills for specific students. The pressures and demands of the KS4 curriculum may be too great for certain students, particularly those with ongoing social, emotional and mental health needs or for students who require additional support following the impact of Covid. We offer specific students the necessary support package, which may include a reduced curriculum. Similar to KS3, any intervention provided at KS4 is impact assessed and short term, with a view to enabling academic and social / emotional progress.

## KS5 Intent

We offer enhanced transition to SEND students, whether they stay on at our 6<sup>th</sup> form or progress to other education, training or employment. We work in conjunction with the careers service to offer the best possible advice for our young people. Students with additional needs are encouraged to join our 6<sup>th</sup> form. We support students on an individual need basis, encouraging independence and preparation for adulthood. This ranges from continued support from the autism base to supporting students, individual maths mentoring and support during life skills sessions.