**SEND Department**

**KS3 Intent:**

As part of our effective transition process, information is gathered for all students from feeder primary schools and prospective parents of students in years 5 and 6. Enhanced transition includes additional primary visits, observations, Action for Inclusion meetings, analysis of KS2 and other relevant data and also includes liaising with professionals who support individual students to enable the appropriate support strategies to continue for students who are beginning their secondary education at The Catholic High School. Of particular importance in transition to high school, is our 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 one specific Teaching Assistant in place to support Year 7 students as they have an enhanced understanding of the transition process. When appropriate, we 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 using a structured 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 strategies 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. These are 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, dependent on need. Students receiving withdrawals may have a specific literacy or numeracy need or have other barriers to learning such as more complex communication difficulties or anxiety. 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 SEND 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 with complex needs as outlined on an Education, Health and Care plan may require a more specific 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 2 years 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 package 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. We also offer an after school extended hours support group which can supplement any school-based intervention.

Students who require additional support with numeracy are offered before and after school catch up sessions. We also have two specialist maths intervention Teaching Assistants who offer 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 recorded using Provision Mapper: targets and strategies are shared with key members of staff to facilitate a holistic approach to supporting students. All interventions are impact assessed.

Throughout the school, we identify a small cohort of students who form part of our nurture group. Students are identified who have suffered from an adverse childhood experience or have significant social and emotional need. The nurture group meets once a week in a safe and supportive environment with a focus on positive interactions and wellbeing. ‘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 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 a social, emotional or mental health need are supported by the Trinity Team. This follows a tight referral route, beginning with primary information collection and involves programmes such as ELSA, ‘Heart Math’, a Social and Emotional Support Programme 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 6th 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 6th form. We support students on an individual need basis, encouraging independence and preparation for adulthood. This ranges from continued support from the autism base, individual maths support, mentoring and life skills.