

PROVISION FOR STUDENTS WITH SEN

	Whole school high-quality teaching	Targeted support for individuals or small groups Short/Medium term	Specialised individual support Medium/Longer term
Learning Curriculum	<ul style="list-style-type: none"> Year 7- classes broadly mixed ability, but within three bands to enable differentiation and challenge. Years 8 and 9 –Students set by ability and reviews take place termly to ensure students are in the right set for their ability. All students have access to a curriculum that will lead on to the Progress 8. Year 10 and 11 students commence GCSE subjects. Form activities to encourage progress in Numeracy and Literacy. 	<ul style="list-style-type: none"> Form intervention work-Talking partners and Lexia to build up Literacy skills. Handwriting classes to aid in the development of better letter formation. HLTA's working with small groups during English and Maths lessons to boost and reinforce learning in class. CIAT working group for ASD students 	<ul style="list-style-type: none"> ASD support time with HLTA. ESA one to one support in class. Early college transfer Art therapy
Support	<ul style="list-style-type: none"> Form Tutors, Subject teachers, Progress Leaders, SENCo, Student Mentors and Learning Mentors are all available to help students on site. Focus on Numeracy and Literacy in Form Time. 	<ul style="list-style-type: none"> Achievement for All mentors HLTAs and ESAs running form time intervention classes, for example: Lifeboat programme, Memory booster, Lexia, Talking Partners and handwriting. 	<ul style="list-style-type: none"> One to one reading intervention 6 week intervention programme through the LSU.

Teaching Approaches	<ul style="list-style-type: none"> • Objective led-lessons • Differentiated approach in class • Regular marking and feedback • Purple for progress marking • Peer marking 	<ul style="list-style-type: none"> • Differentiated work to suit the individual • Small group teaching in Numeracy and Literacy 	<ul style="list-style-type: none"> • Act upon advice given by hearing and visual impairment advisors- seating plans and microphone equipment. • Extra sessions after school to build up on skills via HLTAs or subject staff.
Physical	<ul style="list-style-type: none"> • Site officer makes safe school site for all students. 	<ul style="list-style-type: none"> • School ramps and lifts to allow students with a physical disability to access all teaching areas. 	<ul style="list-style-type: none"> • Specialised equipment bought in to help students access the curriculum, for example microphones, visual aids or wheel chairs.
Well Being (Emotional)	<ul style="list-style-type: none"> • Access to Form tutors, Subject teachers, Progress Leaders, Student Mentors, Behaviour and Learning Mentors. 	<ul style="list-style-type: none"> • School Nurse • Counsellor • Student Mentors • Referral to CAHMs 	<ul style="list-style-type: none"> • Educational Psychologist support • LSU support area • Parent Liaison Officer • Targeted Youth Support
Transition	<ul style="list-style-type: none"> • When joining us from the Junior school all students take part in an extensive range of transition visits over 2 weeks. • From Year 8 onwards all students take part in Personal and Social Education. In each year a portion of time is spent on exploring ideal jobs, college placements and setting goals. • In Years 9, 10 and 11 Enterprise days are held to help students get to grips with skills and qualities that they may require for future college places and mock interviews are carried out. 	<ul style="list-style-type: none"> • Additional transition visits are arranged through the SENco and Progress Leader. Parents are most welcome to come on these extra visits. 	<ul style="list-style-type: none"> • From Year 9 a careers advisor will attend your Annual Review. A plan will be put together based upon what the student feels they want to do when they leave the Academy. The Careers Advisor will put in place any college visits or suggest appropriate courses. • By Years 10 and 11, visits to college will be taking place and a teacher from the college will usually attend the Annual Review. A final plan of what help is required at college is then put in place. This may include things such as additional visits to the college, further taster days and travel training.