How do we monitor and support SEN students at Henry Cort

- **Identification of needs**

We work very closely with our feeder schools to unsure we have a robust transition programme. This information sharing ensures we have a good understanding of students needs before they start with us. This informs decisions about tutor groups, class groups and intervention planning.

We also facilitate a rigorous testing and screening progress in Year 7 which provides us with up to date data for all students. In addition this process often helps to identify previously unrecognised needs and allows us to create bespoke passports for students.

- **Pupil Passports**. All SEND students have a bespoke pupil passport which evolves with their journey through school. The passport provides all teachers with relevant data and information about each student. Most importantly it informs teachers what are the student's strengths, barriers to learning and suggested teaching strategies to support them.

- **SEND tracking and monitoring**. The SEND department complete a range of testing and screening for all SEND students in Year 7 and 8 to identify areas of need or challenge. It includes SATS and CATs data, reading/spelling test data, Lucid test data, SLL test data, Phonic test data. This data helps to identify the level of in class support a student might need, as well as interventions. A record of all interventions that students have completed including; SEMH and SLCN interventions are saved on our Provision Maps system next to Pupil Passports.
- After interventions students are re-tested and new data is tracked and monitored by SENCO and Deputy SENCO. Where possible parents are kept informed of progress made or concerns reported to them.

- **SEN target setting reviews.** All SEND students in the college are allocated a member of the SEND team who complete a twice annual review with the student to set smart targets based on their needs. The review incorporates academic data, attendance and behaviour data, as well as any interventions completed. Targets are set which facilitate whole school progress and student development. These targets are reported to parents and tutors.

- **IN class support**. Some SEND students require in-class support. The highly dedicated and well trained SEND team focus on; helping students scaffold their work, helping them to develop independence, encouraging resilience and praising small steps of progress. TAs and HLTAs all have a subject area of specialism and support SEND students that have lessons in these specific

subjects. All TAs and HLTAs have completed training on the following in the last 2 years; Supporting students with ASD. Understanding and supporting ADHD/ADD, Delayed Language Disorder and the MITA Programme. Some also have training in Speech, Language and Communication and Emotional Regulation. TA's follow the principles of the MITA and EEF recommendations in the classroom including;

- **Supporting with scaffolding and independence**
- **Prompting, encouraging and promoting resilience.**
- **Re-defining tasks and helping to break them down**
- **Providing success criteria and how students can achieve.**

TA/HLTAs also support teaching staff to providing OAP (Ordinarily Available Provision) to ensure 'adaptive teaching' is at the heart of teaching and learning.

In lessons TAs might support students directly by providing sensory items, timers for task completion and stamps to record when students have worked with TA-support or independently.

- Some students are provided with some additional resources to help them access learning which include; Laptops/Ipads, Coloured Overlays and Coloured books, Scaffolded worksheets or adapted worksheets and dual-coded resources (words and pictures).

- All faculties also have Faculty Toolkits and the Whole School Adaptive Toolkit– which contain strategies to help all students, but especially SEND students with their learning, including tools to; plan and structure their work, order their thinking, support speaking and listening skills, develop good literacy, make judgements and tools to help self- assess or critique completed work.

Interventions/Provisions

There are a number of 1-2-1 and small group interventions or provisions that the college provide to help students develop an area of need. These provisions are recorded next to their pupil passport to provide a comprehensive picture of the students' needs and support in college. New interventions and provisions are being developed all the time but currently we offer:

- **Phonics intervention (Little Wandle – Start and Grow)** – an intensive intervention to develop phonological awareness and competence at blending sounds, increasing reading and spelling ability.

- **Phonics comprehension** (**Little Wandle Complete) –** develop a deeper understanding of words meanings and the context when they are used.

- **English support** – supporting small groups in the library following the curriculum at a more manageable pace. Small groups of 3-5 students on rotation to support understanding of English curriculum.

- **Doodle English** – 6-10 week reading and spelling intervention programme, which helps students focus on specific areas of English they need to develop

- **After school Literacy Club** – a half termly programme aimed to help students develop all elements of literacy.

- **Acceleread/Write** – a 4-week literacy intervention which supports students who have developed phonics to a suitable level but still require additional support to improve reading to an age-related level

- **Handwriting intervention** – 2 to 3-week programme developing control and fluency.

- **Learn to Touch Type**- to enable students that use Laptops for learning to use the resource effectively and add greater depth to their writing.

- **Secondary Language Link** – a suite of language and communication workshops – 4 to 6-week programme. 3 staff are currently delivering different interventions from this package

- **Doodle Maths** – a ~~new~~ maths functions intervention 4 to 6-week programme with home access to the package provided.

- **ELSA** – emotional literacy and social awareness 6-week programme.

- **Well-being Toolkits** – this normally a prelude to the ELSA programme. It helps students to identity barriers/difficulties and provides strategies,coping techniques and toolkit to support.

- **Understanding ASD** – a 1-2-1 programme which explores the spectrum of ASD and allows students with ASD to help understand themselves and the world they live in more easily.

- **Zones of Regulation** – a 5 week programme to help students explore emotional regulation, build self-awareness and resilience and help to manage their emotions/feelings more effectively.

- **Forest School** – a 6 to 8-week programme designed to support students with interaction and communication differences as well as sensory differences. This weekly intervention allows students to explore the natural wonders of our campus and learn social skills as well as hands-on skills.

SEN Team staffing:
- SENCO
- Deputy SENCO
- Intervention Teacher
- SEMH TA

Faculty	Comms	MIBS	Hums	Sci/PE	Creative
SEN Staff	HLTA and TA	TA x2	HLTA + TA	HLTA + TA	TA x2