

SEND Provision Map 2020-21

Mercia School

SEN vision:

Mercia School is very ambitious for all SEND pupils. We push SEND pupils to reach challenging academic goals and work hard with quality teachers to achieve academic success. We are steadfast in our belief that pupils with SEND need to be independent and prepared for life beyond school. We commit to a fine balance between high academic standards and excellent pastoral care. We nurture and support pupils with compassion and empathy, whilst having high expectations. In terms of the curriculum, pupils with SEND are challenged to tackle challenging concepts and wider content, they are supported by brilliant teachers to access the curriculum effectively. We recognise that careful curriculum choices will need to be made as SEND pupils move through the school. Exceptional behaviour standards at Mercia School, alongside outstanding quality first teaching, leads to a thriving population of SEND pupils who are supported and cared for by all.

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Teaching Fellow SEN: Emma Calcutt

*Date completed: January 2021
Review date: September 2021*



Wave One –
Quality First Teaching

Essential elements of our Wave 1 strategy:

- Classes with SEN are taught by experienced, excellent teachers. Where possible, they are often taught by a Curriculum Leader or Senior Leader. As a minimum, they have an exceptional teacher who may be considered a 'senior teacher' in their department. This ensures an exceptional teaching diet for all SEN pupils.
- Pupils have access to a challenging knowledge-rich curriculum that we support SEN children to achieve well in. The school and lessons are very consistent and predictable. This supports routine and structure that SEN pupils crave. Lessons are always quiet and purposeful. Pupils feel safe and are less anxious – this helps them learn from their teachers.
- In terms of delivery/teaching. Teaching of SEN involves high repetition and a direct instruction approach. Teachers are exceptionally consistent in terms of behaviour, rewards and teaching – SEN pupils know what is expected of them and rise to the challenge. They know they will be rewarded.
- Timetable adaptations are made to allow SEN pupils to thrive. For instance, a bespoke small teaching group made for 2025 leavers in response to emerging need. A new group was created to ensure SEN pupils could access the curriculum at an appropriate pace/pitch (still highly ambitious and challenging) with an excellent teacher. This is by no means a 'nurture group'.
- Intervention is not to the detriment of quality-first teaching in the classroom. SEN pupils are never pulled out of curriculum lessons. They are all taught the curriculum as intended. Intervention happens during mastery time and after 16:00 (P6).
- Teachers gain regular CPD on SEN teaching, often bespoke to particular pupils. An emphasis of short, clear instructions for SEN pupils is prioritised, alongside a direct instruction approach.
- Exceptional standards in behaviour support SEN learners to feel calm and safe in class. Pupils are supported before class to be equipped to avoid sanctions – many pupils will see 2-3 members of staff within 30 minutes of arriving at school! When pupils do receive a sanction, this is communicated very clearly so there is no ambiguity/uncertainty. Pupils receive constant support and reassurance, alongside a sense of humour from teachers.
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Teaching and learning specifics:

- Teachers are very mindful of the language they use, minimising words and prioritising vocabulary, speed of delivery and repetition to support pupil understanding. Teachers look to avoid euphemisms, similes, sarcasm and metaphors in order to avoid any confusion/misinterpretations.
- Differentiation of questioning and targeted simplified level/pace/amount of teacher talk as part of a whole class approach – staff adapt the curriculum to meet child need.
- First-class teachers prioritise and live mark work of SEN pupils to ensure full understanding of progress/misunderstandings/misconceptions.
- Use of curriculum booklets allows SEN pupils to become more confident readers, learn good study habits (e.g. annotation, highlighting) and offers clear opportunities to go over old or new learning. Teacher adjustments to booklet coverage are made where required.

Wave One –
Quality First Teaching

- Teachers effectively differentiate by offering additional support to SEN learners. They reword and reshape tasks as required to ensure SEN pupils learn challenging content. Excellent behaviour allows for this.
- Use of call and response, as a means of improving speech and language and knowledge repetition/over-learning, is common across the school. This supports confidence growth.
- No hands up questioning (carefully considered) is used for SEN pupils. This holds them to account for their own learning. Questions are reworded to help SEN pupils to succeed.
- SEN pupils are sat on the ends of rows and in the front rows. Teachers are trained to question SEN youngsters with compassion to challenge them and ensure they are learning the curriculum effectively. 1:1 support is accessible when required.
- All pupils of SEN are full participants in mastery time to support literacy and understanding of current affairs. High repetition aids understanding. Vocabulary standards are very high, pupils are supported to use language models and aspire to excellent responses (often modelled by teachers).
- Teaching approaches take in to account the difficulties some SEN pupils face in understanding social rules and expectations within the classroom. Lots of checking understanding, repetition and modelling.
- Continuous tracking by subject leaders to identify underachievement early – this is communicated to teachers who adapt and change their lessons accordingly.
- SEN pupils are a focus of observing teachers when they observe colleagues– are pupils with SEN learning the curriculum well? Teachers receive feedback on their lessons every day. Teachers are excellent at improving their practice and acting on advice.
- Teachers consider carefully the needs of SEN learners when designing the curriculum. Teachers discuss in departments the most essential concepts and collaborate on best-practice/first-class delivery.
- Teachers provide pupils with a series of examples and non-examples to clarify and solidify knowledge, concepts and processes. These are repeated as required until pupils are confident.
- Teachers support SEN learners to retain information through overlearning, repetition and well-designed drills.
- Pupils are encouraged to be independent. Teachers have been trained that SEN is their top priority in lessons and over time. SEN pupils are supported to stand on their two feet, with help and compassion. This supports them at school and, crucially, when they leave.
- Consistency in approach by teachers means there is predictability. Pupils know exactly what is expected of them and exactly how to complete challenging tasks. This allows them to fully focus on subject, reducing cognitive load. This helps SEN pupils learn.
- Teachers make use of in class assessments to ascertain the extent of pupils' understanding. They act within subjects to support improved progress, as led by the curriculum leader. This includes both formative and summative assessment. Class tests and assessments are used to inform SEN teaching effectiveness, as well as use of whiteboards, call and response, questioning and quizzes to promote clear responsive teaching.

	<ul style="list-style-type: none"> - Silent corridors are warm and safe. SEN pupils do not have to worry about bullying and loud noise – they arrive for their lessons on time and ready to learn. Starts to lesson are rapid and SEN pupils receive 58/59 minutes of teacher-time. - All subjects place reading centrally in the curriculum and SEN pupils read regularly. Expectations of pupils with SEN remain very high. Pupils are supported to overcome challenge by teachers. - Regular parent meetings are held (3 per year) relating to academic progress. Key findings are fed back to teachers to inform teaching and curriculum choices. - The SENCO, along with the Headteacher and Governor for SEN, monitor the progress of pupils with SEN. -
<p>Wave Two – Additional interventions to support progress and attainment of SEN pupils</p>	<p>Pastoral support</p> <ul style="list-style-type: none"> - Pupils are supported before class to be smart, organised and ready to learn by all teachers. - Pupils who require additional support with organisation are given 1:1/small group support every morning and afternoon by the Teaching Fellow/SENCO/Mastery Tutor. - Daily/regular contact with parents of pupils who are vulnerable or in need of support. <p>Supporting excellent behaviour</p> <ul style="list-style-type: none"> - Small adjustments are made to the behaviour policy to support pupils with additional needs that make consistent good behaviour more of a challenge. Pupils are supported to behave well and expectations remain high by all teachers - To support pupils to behave well, they are strategically placed at the front of line ups, close to their tutor. Conversations and constant reminders are common each morning/afternoon. - The Headteacher and Deputy Headteacher, alongside other staff, provide additional support with pupils struggling most with their standards of behaviour. - Family Lunch discussions support pupils to interact with their peers and adults – pupils are picked and supported on a weekly basis. They are supported to give strong appreciations to boost confidence. - Pupils receive house points and other rewards (e.g. SEN letters of commendation, subject letters of commendation, postcards, positive calls home) for excellent work/effort. This builds confidence and supports mental wellbeing. Happy children learn better. <p>Academic intervention</p> <ul style="list-style-type: none"> - 3 data collections per year where underperformance is identified and interventions are designed. This helps to inform the additional intervention that is put in place. It also helps to inform set changes. - Mastery Tutor supports individuals with reading during Mastery Time - Increased differentiation of activities and materials by presentation, outcome, timing and scaffolding for pupils who require it. We prioritise <i>access</i> to the curriculum as an inclusive school.

	<ul style="list-style-type: none"> - Pupil groupings are fluid and children may move sets to ensure access to the curriculum – this is in consultation with parents/carers - Pupils have over-learning sessions with the Teaching Fellow for SEN/Deputy Headteacher, where a need is identified - Mathematics clubs are offered to support pupils with their multiplication tables. Some pupils are assigned to this if required - Timely homework for those who require it, as determined by Curriculum Leader in consultation with the senior team - Where changes occur (i.e. timetable/staffing), pupils who need time to adjust are given prior warning of the change. - Study support groups within self-study to support SEN pupils - One-to-one reading support using Thinking Reading with English teachers - One-to-one reading support using the Birmingham Grid, delivered by a mathematics teacher - Direct Instruction Mathematics by senior teachers in mathematics - Direct Instruction English by the Accelerated Learning Lead/Head of English - 30 minutes of reading every night is mandatory, with parents reminded regularly - Online homework tools are used to assist SEN pupils to practice ‘the basics’ (e.g. NumBots, TT RockStars, Hegarty Maths). - Self-study groups to ensure the core curriculum is learnt and understood - Bespoke classes and workshops are in place with the Teaching Fellow for pupils who need advice/guidance around feelings and emotions. - Access arrangements for examinations are considered and identified using JCQ protocols. The school’s SENCO identifies the day-to-day need and usual support, with the Assistant Headteacher a qualified assessor. The process ensures pupils who require additional support for examinations receive it. <p>Identifying need:</p> <ul style="list-style-type: none"> - Mastery tutors and teachers refer SEN concerns to the SENCO or Teaching Fellow for SEN. These are always taken seriously. - Parents/carers can email the SENCO and Teaching Fellow if they have any concern about their child. This is stated clearly to parents regularly and is on the school’s website. - Appropriate screening tests are conducted as determined by the SENCO/Teaching Fellow to ensure full understanding of need.
<p>Wave Three – Highly personalised intervention</p>	<p>The following elements often make up a comprehensive plan to meet the needs of a complex pupil in need:</p> <ul style="list-style-type: none"> - Access to a wide range of extra-curricular activities to support social development – these are closely assigned to pupils based on interests and pupils are guaranteed their first choice in specific cases. - Teaching Fellow 1:1s with our most vulnerable SEN pupils on a weekly, sometimes daily basis. The SENCO is also on hand to support with additional interventions to support SEMH issues. - We have high ambitions for all SEN pupils. However, we are not blind to their needs and the requirement for adjustments. Where appropriate, curriculum changes are made to ensure an accessible curriculum for the SEN pupils (e.g. discussion/adaptations around GCSE selections and appropriateness of EBACC suite).

Mercia School
SEN provision 2020-21

- Senior leaders are a point of contact for our most vulnerable children – meetings may take place every break/lunch/afternoon break. Regular contact for our most vulnerable SEN pupils is common and scheduled.
- Pupils with low self-esteem or confidence are supported to give appreciations to build up their levels of self-worth. This is rehearsed and prepared for. SEN pupils take part fully.
- Tutors and teachers are made aware of vulnerable SEN pupils and given tasks/guidance on how they can assist the child in question. Meetings are held to ensure all key staff are in the picture, as are CPD sessions.
- Access to specialised support from external bodies as required. The school works closely with the EPS, CAMHS, MAST and SALT teams.
- Access to support from Teaching Fellow relating to support with emotional needs (e.g. anger management, managing feelings). 1:1 meetings take place every week with our most vulnerable pupils.
- To support SEMH issues, 8 teachers have completed a L2 Mental health course which provides capacity to help pupils on a personal level. We expect this capacity to be used as pupils grow older.
- EHCP pupils are rightly monitored closely to ensure need is met. Parental contact is regular.
- Daily check-ins and meetings with our most vulnerable pupils are common with the Teaching Fellow, following the advice and guidance of external agencies.
- Academic intervention on a 1:1 basis to support pupils. This may include tutors from outside of school, as well as teachers employed by the school
- Changes to the school day have been implemented to assist pupils with complex health conditions.
- Comprehensive individual plans are designed to support pupils most in need, in partnership with parents and other agencies. This includes individual care plans, academic intervention and supporting pupils' physical/mental wellbeing.