

SEN provision 2020-21

	The Core Academic Curriculum	Additional academic support through Accelerated Learning (delivered by teachers)	Supporting pupils health and wellbeing (Emotional, Behavioural and Social needs)
What is our offer to SEN pupils?	<ul style="list-style-type: none"> - Access to a challenging knowledge-rich curriculum that we support SEN children to achieve well in - SEN pupils are never pulled out of lessons. They are all taught the curriculum as intended - Access to first-class teachers who support SEN pupils to learn well in all subjects. We do not have Teaching Assistants. - Exceptional standards in behaviour support SEN learners to feel calm and safe in class - All pupils of SEN are full participants in mastery time to support literacy and current affairs - 3 data collections per year where underperformance is identified and interventions are designed - Continuous tracking by subject leaders to identify underachievement early - SEN learners are a focus of teachers when they observe teachers – are pupils with SEN learning the curriculum well? Teachers receive feedback on their lessons every day. - Teachers consider carefully the needs of SEN learners when designing and implementing curriculum - Teachers effectively differentiate by offering additional support to SEN learners. They reword and reshape tasks as required to ensure SEN pupils learn challenging content 	<ul style="list-style-type: none"> - Accelerated Mathematics - Accelerated English - Accelerated Science - (reading/writing/comprehension/handwriting) - Timely homework for those who require it, as determined by Curriculum Leader - Study support groups within self-study to support SEN pupils. - One-to-one reading support using Thinking Reading - One-to-one reading support using the Birmingham Grid, delivered by the mathematics department - Direct Instruction Mathematics by the Head of Mathematics - Direct Instruction English by the Accelerated Learning Lead - Appropriate screening tests are conducted as determined by the SENCO to ensure full understanding of need - Reading tests (NGRT) are conducted to assess need - Phonics screening and supportive interventions around phonics (Read Write Inc). - Mastery Tutor supports individuals with reading during Mastery Time - 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, Nessy spellings). - Self-study groups to ensure the core curriculum is learnt and understood 	<ul style="list-style-type: none"> - Access to a wide range of extra-curricular activities to support social development - Teaching fellow one-to-ones with our most vulnerable SEN pupils - Access to specialised support from external bodies as required - Access to external agencies and services as required - Access to support from Teaching Fellow relating to support with emotional needs (e.g. anger management, managing feelings) - EHCP pupils are rightly monitored closely to ensure need is met. Parental contact is regular. - Silent corridors are warm and safe. SEN pupils do not experience bullying and feel safe - Family Lunch discussions support pupils to interact with their peers and adults

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	<ul style="list-style-type: none">- Teachers provide pupils with a series of examples and non-examples to clarify and solidify knowledge, concepts and processes.- 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.- Teachers make use of in class assessments to ascertain the extent of pupils' understanding. They act within subject- 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.- All teachers are acutely aware of the SEN children in their care. Needs are shared and updates are regular in meetings every week- All subjects place reading centrally in the curriculum and SEN pupils are asked to read regularly- Regular parent review meetings are held (3 per year) relating to academic progress. Key findings are fed back to teachers.- The SENCO, along with the Headteacher and Governor for SEN, monitor the progress of pupils with SEN	-	
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