



SEND Curriculum Intent

Introduction

Somervale School is a mainstream school. Currently (September 2021) within KS3 and 4 there are 162 students who are on the SEND register, either at SEN Support, K or with an EHCP. This equates to 27.23% of KS3 and 4.

134 of the students on the SEND register are at SEN Support, K (22.52% of KS3 and 4) and 28 students have an EHCP (4.71% of KS3 and 4)

National figures (January 2021) demonstrate that both the percentage of pupils with an Education, Health and Care (EHC) plan and those identified as SEN Support have increased since the last census. Currently both our levels of EHCPs and SEN Support, K are above national figures.

	School %	National % (January 2021)
EHCP	4.7	3.7
SEN Support, K	22.52	12.2

National figures highlight that the most common type of need among pupils with SEN support are Speech, Language and Communication needs. This is followed by Moderate Learning Difficulties and Social, Emotional and Mental Health needs. At Somervale School the most common type of need among pupils with SEN support is Social, Emotional and Mental Health needs, followed by Moderate Learning needs and Specific Learning Difficulties.

National figures show that the most common type of need for those with an EHC plan is Autistic Spectrum Disorders. At Somervale School the most common type of need for those with an EHC plan is also ASD.

Intent

At Somervale School we believe it is essential to provide a well-balanced, challenging curriculum for all students. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEN), receive their right to a high quality, accessible and balanced curriculum that is not narrowed in any way.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all students, including

those students with SEND by working in partnerships with parents/carers and listening to students.

Vision for SEND:

All learners fulfil their individual potential. This will be accomplished through quality first teaching, where all teachers implement strategies for removing barriers to success and through evidence-based interventions. Learners will be set high expectations and be able to access a rich and varied curriculum which is adapted through personalisation to suit the needs of all learners. All aspects of the curriculum will enable participation and achievement for all. All learners will feel valued in a school community that celebrates diversity and difference. Parental partnerships will be developed through regular structured conversation and learners will be able to share opinions and viewpoints through developing student-voice. Learners will be able to develop skills of self –responsibility and independence, preparing them to live successfully as autonomous individuals in the wider world.

Implementation

All teachers are responsible for meeting the needs of all students within their lessons and ensuring they are able to succeed within their subject. This is achieved through the implementation of Quality First Teaching, where teachers ‘unpack’ the learning to support the students in their classes.

Intervention Available to support students

At Somervale School we follow a graduated approach to meeting the needs of learners. This follows the process of assess, plan, do and review. The needs of most learners will be met through Quality First Teaching and in-class intervention provided within lessons by subject teachers. Where students are not making expected progress or have an Educational, Health Care Plan students may be involved in small group intervention sessions or receive intervention with an external agency.

Examples of current interventions for students

EHCP Learning Needs	EHCP SEMH
Mentoring	Mentoring
Focused Literacy Interventions e.g. precision teaching / phonics / IDL / Paired Reading	Social Skills / Emotional Literacy
Handwriting support / Fine motor skills	Thrive
IDL Numeracy	External agency support
Advice and guidance from other professionals e.g. Specialist Literacy Advisor	

Impact

All learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

All learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

All learners read widely and often, with fluency and comprehension.

All learners engage in the school's wider extra-curricular provision which fosters a sense of belonging and widens horizons.

GCSE Attainment:

Year group	Progress 8
Y11 Summer 2021	0.4
Y11 Summer 2020	0.22
Y11 Summer 2019	0.24

KS3 Attainment:

Year group	SEND Students On or above track compared to KS3 targets at Progress 2 (%)	Non SEND Students On or above track compared to KS3 targets at Progress 2 (%)
Y9 2021 (Current Y10)	42.1 (with 31.5% above track)	63.8 (52.4% above track)
Y9 2020 (Current Y11)	62.2 (with 44.6% above track)	65.5 (with 50.9% above track)
Y9 2019 (Leavers)	46.0 (with 27.7% above track)	43.2 (with 27.4% above track)