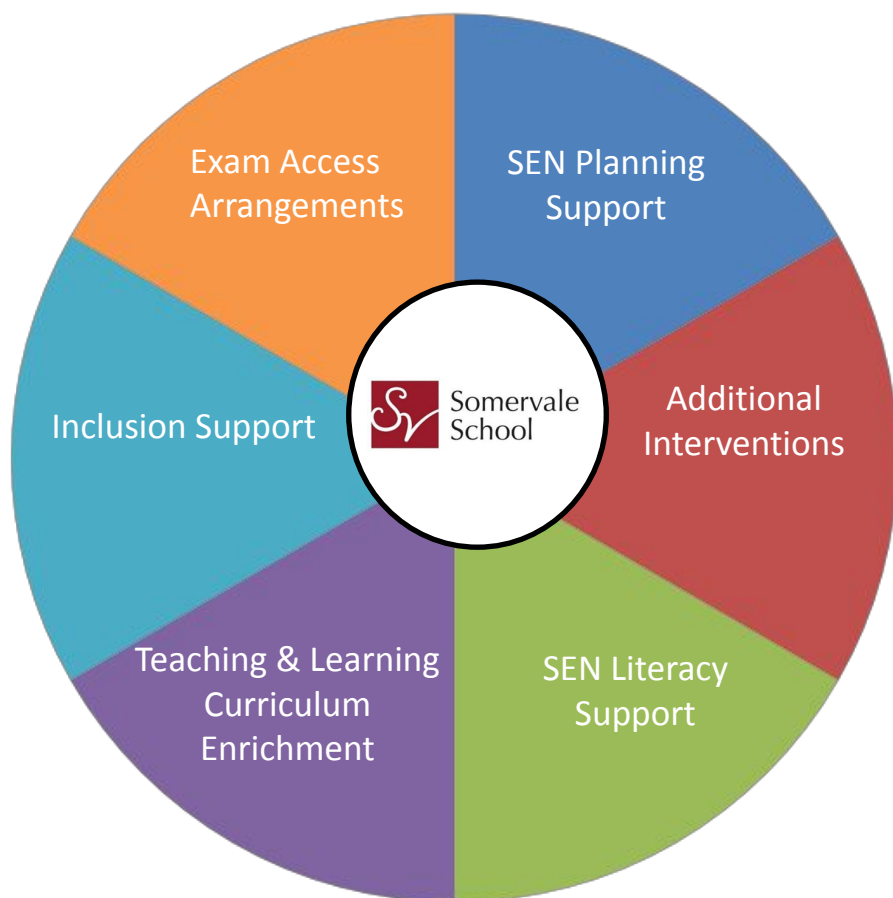


Somervale School: Additional Needs Provision



- Identified students in Y9 will be assessed for potential exam access arrangements during Term 5 and 6 using appropriate standardised tests.
- Eligible students will take all KS4 and KS5 mock and final exams in a separate room, with the support of a reader, 25% extra time, laptop, scribe, prompt or rest-breaks as appropriate
- These access arrangements to be considered as 'the normal way of working' in the classroom
- The SENCo has completed a level 7 qualification in examination testing
- All TAs and Invigilators have received training on their roles to support the examination process- This is updated annually

- All students at SEN Support or 'K' on the new Code of Practice have an individual Provision Plan in place outlining their needs and appropriate support strategies. All students with an EHC Plan (E) on the new Code of Practice, have their needs mapped via a Person-Centred planning approach
- SEN support follows a graduated response of Wave 1,2 and 3 input as required, regularly assessed, monitored and reviewed by the SENCo via pupil tracking and observation
- Google Drive supports staff by sharing SEND resources and information with all staff
- All staff have received training / advice on SEN students and have received 'Quality First teaching' packs to support them in their planning / meeting the needs of SEND learners
- All staff are aware of the support needs of all students and make good use of this information to ensure that their Quality First teaching, TA deployment, assessment and progress monitoring leads to effective Wave 1 provision in the classroom

- The SENCo, TA team and external professionals provide a comprehensive range of regular Wave 2 and Wave 3 intervention for: literacy & learning needs, numeracy, homework catch-up, receptive speech & language, co-ordination difficulties and handwriting support and support for more vulnerable students during transition and on arrival to secondary school.
- Students are identified via the CoP recommended 'graduated response to intervention'
- The school works effectively with a range of external support agencies at the local authority and a local SEN network of professionals, managed through Fossey Teaching School
- The SENCo organises and provides induction and regular on-going training on a wide range of SEN needs as part of the school's CPD and INSET training programme

- Teachers to ensure that every SEN student can access a high quality teaching and learning environment that is appropriate, personalised and challenging
- Teachers make use of SEN student information and data captures to ensure SEN progression
- TAs use specific literacy strategies to boost achievement of identified SEN students
- All students regularly complete reading assessments (Accelerated Reader) each half term.
- The SENDCo reviews reading levels each half term and works with the English Department to deliver focused interventions to boost reading age.
- Wave 2 intervention booster groups at KS3 work on specific literacy weaknesses
- Literacy Club runs twice a week for students to attend during their lunch times
- IDL intervention sessions are run for students who are not working at expected levels in Y7, 8 and 9 throughout the academic year
- The SENDCo works with the Senior Assistant Head to run handwriting support sessions

- SENCo to monitor progress of SEN students and students with additional needs, via: pupil tracking, departmental audit, action-planning and student voice
- SENCo to liaise with teaching and TA staff to encourage sharing best practice through the innovation groups and CPD programmes, show & tell opportunities, work-sampling, AfL and the school's policies supporting teaching & learning

- The school's Inclusion Support facility provides regular 1:1 mentoring, Wave 2 and Wave 3 intervention for students with identified Social, Emotional and Mental Health (SEMH), ASD needs or a diagnosed behavioural disorder. Many of these students have an SEN code
- Social skills programmes to develop self-confidence, self-esteem, build friendships and relationships, effectively manage bullying issues or address specific needs are provided
- Inclusion Support access a range of professional services to provide additional counselling and outreach support as required
- Students with other identified additional needs, which may not include SEN: EAL, LAC or students with a disability or impairment receive appropriate Wave 2 or Wave 3 support
- All students with additional needs eligible for PP are monitored in line with school policy