

# Levels of SEN support

Reviewed April 2017 PRM

Next review April 2018



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*The following document should be read in conjunction with the SEN Policy*

In accordance with the school's Special Educational Needs policy appropriate support is provided to ensure all pupils can successfully access the curriculum.

Support within the school is identified as three waves:

**Wave One** – In class support provided by the class teacher which responds to the in-class strategies identified as part of a 'learning support profile' which is created by the learning support department for all pupils with an identified need.

**Wave Two** – Small group intervention to enable pupils to develop the skills required for them to access the curriculum to their full potential.

**Wave Three** – 1 to 1 support provided by specialist learning support teachers (chargeable).

All support carried out operates within the SEND Code 2014 system of, following initial identification, assess, plan, do and review.

## **Wave One Support:**

The school has an expectation that all teachers differentiate their lessons to ensure pupils are able to access the curriculum. To support teachers in this process, any pupil identified as having a special educational need has a Learning Support profile which details in class strategies for the child to learn most effectively; these profiles are reviewed annually by the Learning Support department and are accessible via the school network. A summary of SEN is also contained within the school's MIS (iSAMS).

To ensure staff have the skills and knowledge to deliver effective SEN support in class, all staff are offered regular training on learning difficulties present within the school.

## **Wave Two Support:**

In the different sections of the school Wave 2 intervention is provided in differing ways to reflect the needs of the various age groups.

## Fiveways:

Within this part of the school Targeted Intervention Groups (TIGs) take place three mornings a week. On each of these days two 15 minute sessions run between 8.40am and 9.10am, prior to the start of morning lessons. These interventions are short term (~ 3 weeks) and reflect needs identified by class teachers and/or the head of Learning Support. Following each intervention period a review is carried out to assess impact. TIGs are carried out by Teaching Assistants as part of their normal duties.

Teaching Assistants are also present within each classroom providing support as directed by class teachers. Where required, TAs will work with small groups of children to ensure they have full access to the curriculum.

### Junior School:

In Years 3 & 4 there is a dedicated year group teaching assistant who provides support to pupils within class in the same way to Fiveways.

Within the Junior School TIGs also take place but operate for a term and are then reviewed to assess impact. Pupils requiring intervention are identified by head of Learning Support acting in partnership with HoDs of English and Maths, class teachers and teaching assistants. Co-ordination of timings is overseen by the Junior School Director of Studies.

In Years 3 to 6 intervention sessions are carried out by TAs taking a small group for a short 10 – 15 minute session within part of a lesson. The exact nature of the issue being addressed determines the intervention; in some cases this will be 3 or 4 10 minute sessions a week, in others a block of 30 minutes may be more appropriate.

### Senior School:

Within this section of the school support is built into the curriculum in the following ways:

In Years 7 to 9 the lowest Maths and English groups have a maximum size of ten to ensure each pupil receives the support required. In English this group is usually taught by the librarian, a qualified teacher.

Pupils in Years 10 & 11 may elect to take Extra English and/or Maths as one of their options. These pupils have three periods per week in which they receive additional support in areas of need. Furthermore, where pupils have specified exams access arrangements any training and familiarisation takes place within these sessions to ensure pupils can make effective use of technology.

Throughout the senior school all departments run weekly support tutorials (clinics) which take place either after school during activity time or at lunchtimes. Where a department has identified a pupil with a specific need they can require a pupil to attend clinics for a period of time.

In this section of the school a number of overseas pupils require support with their English language skills. These pupils have ESL lessons each week with a specialist ESL teacher rather than taking a modern foreign language. In the Sixth Form, where required, this provision is provided as an additional lesson for which parents are charged an additional fee (*See EAL Policy*).

### **Wave Three Support:**

Where appropriate, the Head of Learning Support may recommend a child has one-to-one support for a period of time. Any intervention is introduced in consultation with parents and is reviewed on a regular basis; regularity of review will differ for different cases but will be at least annually.

Individual support is carried out in the learning support department via specialist teachers. These sessions are 30 minutes in length and parents are charged an additional fee for them.

### **Adjusted Curriculum:**

Prior to pupils entering Year 10 the Head of Learning Support recommends to the Headmaster any pupil they feel would benefit from an adjusted curriculum in which they study a slightly reduced number of subjects. Following a recommendation a meeting is convened between the head of learning support, the headmaster and parents of the child. From this meeting an action plan is

produced which is then reviewed at the end of Year 10 and any adjustments made as necessary. Similar arrangements might well occur in the 6<sup>th</sup> form too.