



Curriculum Rationale SEN Learning Support Team

This document aims to inform parents of the knowledge and skills their children acquire and why they have interventions over the course of their five years in Salendine Nook High School.

Our Vision/Intent

“I’ll teach you differences.” King Lear

In 2020, SEN provision and interventions have been restructured to offer a graduated programme of support, which is receptive and responsive to individual needs, parental queries and staff concerns.

The words from William Shakespeare’s character of King Lear match the vision for every child support by the SEN Learning Support Team, to feel safe and with a sense of belonging, learning about their own differences and about others. Relationships are at the centre of all our work, with students and their parents participating in the setting of learning outcomes and taking part in decisions that affect them.

The Principles which Underpin our Curriculum

Students are supported by trained SEN staff to learn through a model of graduated interventions and support to build on prior attainment and expand on existing skills.

The model of graduated interventions and approaches is outlined in the SEND Code of Practice which offers statutory guidance on matters relating to disabled children and young people as well as those with SEN in the 0-25 age range.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The underpinning principles focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

The Research behind our Rationale

In order to shape an effective curriculum and sequence of assessment for teaching for our students we have considered current theory, policy and practice from professionals and colleagues working in SEND. S.J. Salend (2011) defines inclusive education as philosophy that brings stakeholders together to create a school environment based on acceptance and belonging within the school and the community.

- Supporting SEND in robust transition planning to identify and meet the needs of children with SEND, including provision of resources in effective practice and provision – J.Chrispeels (1996)
- Utilising research evidence on effective approaches and examples of current practices in secondary settings implementing the new SEND policy – NASEN 2019
- Using an annual SEND Review to collaborate with parents and professionals on provision at school and at home to remove barriers and prepare for the next key stage – SENDACT 2017
- Providing a language rich environment (implicit approaches) to develop reading comprehension skills as well as directly extending pupils’ vocabulary (explicit approaches) EEF report, Preparing for Literacy (2018)

<https://www.kirklees.gov.uk/beta/special-education/pdf/identifying-assessing-and-meeting-sen-in-mainstream-schools.pdf>

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- Focusing on reducing the attainment gap between SEND and non-SEND pupils through an intervention-led approach which is agile and responsive to needs and cited in reliable assessment.
- Monitoring impact and evaluating effectiveness and quality by using evidence for tracking progress, as well as identifying signs of potential dips in progress – M.Bromley 2019
- Developing strong and effective lines of communication and collaboration between staff, other agencies, children and young people and families to discuss any issues in a pupil's education and learning.

Key Stage Three

Across KS3 there are targeted interventions. There is intense support for Year 7 students from transition planning, upon their entry to SNHS and for Year 8 and Year 9 students who follow a rolling programme of support to address specific needs. Baseline assessments prior to all interventions gather evidence of existing skills and open opportunities for SEN staff to get to know specific needs of students. Better knowledge of students offers further opportunities to promote well-being as a key benefit to students and staff while gathering evidence for referrals: assess, plan, do, review.

There are wider curriculum benefits of having high level intervention on entry to maximise catch up of skills shortfall at the end of KS2, gain extra key skills practice to assist development across the curriculum;

- **Year 7 interventions are focused on identified needs and targeted assessments referring to previous information shared from KS2;**
- **Literacy intervention is focused on building expressive language skills and fostering an enjoyment of reading for identified students in Year 7, Year 8 and Year 9;**
- **Numeracy intervention is focused on building operational skills and independent calculations for identified students in Year 7, Year 8 and Year 9;**
- **Speech, Language and Communication intervention is focused on access to explicit social skills teaching and social use of language programmes for identified students in Year 7, Year 8 and Year 9;**
- **Intervention for identified dyslexic students in Year 7, Year 8 and Year 9 is focused on embedding letter sounds, phoneme awareness, linking letters and phonemes through writing and reading from texts at the appropriate level to reinforce emergent skills.**

Graduated interventions follow units in the English and Maths schemes of learning with identified specific areas that may be limiting a student's overall success and bespoke targeted intervention strategies to boost or stretch skills.

Additional homework supports can be set up to address needs in a different situation / scenario, to further practise skills and aid more independent work at home and in school.

Parental enquiries will lead to a data review and objective assessment of needs for their child.

Students have the flexibility to repeat an intervention; confidence to be gained for those who 'exit' interventions and access Wave 1 QFT with better independence.

The intervention programme will be under half term review with interim and exit assessments after a baseline starting assessment. This provides a starting point a mid-term re-assessment point and an end of unit assessment to sown any value added to learning. This regime of assessment and value adding of skill sets will be monitored each half term, each term and at the end of the academic year.

All data and feedback will be collated to review with parents and professionals in the statutory annual review meetings.

Year 7

To support the Year 7 curriculum in 2020-21 there is a bespoke learning band for high needs students who have achieved below the expected levels for KS2. This learning band offers a transition bridge from KS2 into the start of Year7.

Relevant planning alongside English and Maths allows students to revisit skills from KS2 and develop their understanding of the knowledge they will need to develop for KS3. It is recognised that baseline assessment provide a benchmark of the starting point before interventions begin. In addition to the intervention programme there are ETAs in lessons with EHCP students.

Baseline assessments are on-line and these cover reading and mathematics skills: results are marked electronically and provide individualised reports on students' skills deficits. These reports inform SEN staff on topics for precision teaching. Parents will be written to, to outline this intervention structure and the intention underpinning the programme of withdrawal to identify, assess, do and review needs and progress. All assessments will be explained to parents and students.

Parents will receive an update at the end of the intervention to outline needs, baseline assessments, tasks covered / identified skills sets and 'value added' from the intervention.

Interventions span key areas of need: literacy, numeracy, communication, dyslexia and the duration will be a half-term. Curriculum units include resources to support Victorian Literature and Modern Literature. This allows students to be able to place the literature that they study into a literary timeline whilst studying character archetypes; this is a skill they will utilise throughout their study of English. Maths units include resources to apply standard techniques, communicate mathematically and solve problems.

Referrals for further interventions are made from teacher evidence, pastoral concerns and AP data.

Year 8

To support the Year 8 curriculum in 2020-21 there is a bespoke intervention programme for students who have continuing needs and achieving below their Year 7 targets. This support offers a bridge from Year 7 into the pace of Year 8.

With relevant planning alongside English and Maths, students to resume skills from Year 7 and expand from KS2 to further develop their understanding of the knowledge they will need to progress in Year 8. Previous attainment data provides a history of need and evidence from classwork is collated.

Re-assessments on-line are used to cite current skills.

All assessments will be explained to parents and students. Parents will receive an update at the end of the intervention to outline needs, baseline assessments, tasks covered / identified skills sets and 'value added' from the intervention.

Interventions to address skills deficits could lead to identifying specific difficulty in learning than the majority of others of the same age, The duration for an intervention is a half-term. Curriculum units include resources to support Dystopian Literature and revisiting the skills of identifying, summarising and inference to ensure students are able to access the challenging concepts that this genre has to offer. Maths units include resources to apply standard techniques, communicate mathematically and solve problems.

Year 9

To support the Year 9 curriculum in 2020-21 there is a bespoke intervention programme for students who have on-going needs and securing exam access arrangements with exam boards. This support offers a bridge from Year 8 into the challenge of KS4 pathways.

With relevant planning alongside English and Maths to allow students to practise skills from Year 7 and Year 8 to add to their understanding of knowledge, they will need to opt for to KS4 courses. Support for the options process is available in Learning Support and within the communication intervention groups. The rationale of expanding students' horizons and encouraging learning as a positive experience are promoted to support the options process and the decision making that is needed in that process. The annual review meeting for Year 9 EHCP students outlines the importance to identify outcomes towards preparing for key transitions and adulthood.

Interventions to address skills deficits lead to standardized assessments of learning. Parents will be written to, to outline standardized assessments and all assessments will be explained to parents and students. Parents will receive an update after the standardized assessments to outline needs, strategies for home and recommend exam access arrangements, Teachers are informed so the normal way of working will be evidenced and an application made to JCQ no earlier than the summer term of Year 9. The exams officer is informed on the outcome of applications.

The duration for an intervention is a half-term. Curriculum units include resources to support social and historical context of Literature and revisiting the skills of identifying, summarising and inference to ensure students are able to access the challenging concepts that this present in English. Maths units include resources to apply standard techniques, communicate mathematically and solve problems.

Key Stage Four

Students will transition to KS4 to begin in full their options choices, plus their core subjects.

In 2020 an option block of for Learning Support scaffolds complex needs students. There is bespoke support for Year 10 students from option planning.

Standardized assessments towards exam access arrangements are completed and secured on-line with JCQ. Current evidence of need and staff feedback are essential to providing 'a detailed picture of need' as set out in the statutory guidelines from JCQ.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Year 10

- Students in Y10 Learning Support have identified needs, which are cited in school-based evidence or professional report from collaborative work with the school: evidence from KS3 is essential to provide subject-by-subject evidence for an application to JCQ for exam access arrangements.
- Year 10 Learning Support is focused on building receptive and expressive language skills and fostering an enjoyment of learning for identified students, with signposting to post16 training providers or continued full time education, with Gatsby Benchmarks embedded in units connected with careers education and aspirations for college or apprenticeships for all.
- Numeracy tasks are focused on securing mathematical language and problem solving. and independent calculations for identified students in Year 10 communicate mathematically and solve problems

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- Speech, Language and Communication intervention activities deliver explicit social skills and follow a social use of language programmes.
- Intervention for identified dyslexic students in Year 10 is focused on embedding phonological knowledge, to be ready for the exam series.
- Students in Learning Support and EHCP students are encouraged to listen and accept help as well as to offer their help for other students to master skills.

The zone of proximal development refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner.

Thus, the term “proximal” refers to those skills that the learner is “close” to mastering.

The zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978)

Year 11

- EHCP students in Y11 have identified needs, which are cited in school-based evidence and these are shared with college settings.
- The preference for college setting is made in the annual review and shared with SENDACT.
- Year 11 classroom support is focused on maintaining receptive and expressive language skills and fostering an enjoyment of learning for identified students, with Gatsby Benchmarks embedded in units connected with careers education and aspirations for college or apprenticeships for all.
- Numeracy tasks are focused on securing mathematical language and problem solving. and independent calculations for identified students in Year 10 communicate mathematically and solve problems
- Speech, Language and Communication intervention activities deliver explicit social skills and follow a social use of language programmes.
- Intervention for identified dyslexic students in Year 10 is focused on embedding phonological knowledge, to be ready for the exam series.
- EHCP students in are encouraged to accept help and to offer help to master skills and met their outcomes.

Mitigation of Risks

- Risks are associated with the new intervention programme of withdrawing students on a rolling programme; sessions in a week to change from one half term to next half term to minimise disruption to subject learning yet maximise precision teaching and overlearning in scheduled sessions.
- Results 2019 showed marginal gains from 2018.
- Results 2020 will be scrutinised to consider if existing ‘bolt on’ interventions have a positive start point to underpin additional targeted interventions.
- SEN progress/value added from EHCP and SEN Support students have been below that of non SEN students and been subject of inspection focus. Reviewed interventions in 2020 are integral elements to be measured across KS3 to KS4 to address this focus
- Students will be given an explanation of how and why they have been identified to complete intervention sessions each half-term.

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- Colleagues in school will have an overview of interventions and the specific guidance from the school's specialist assessor and SENDCo. There will be a summary of baseline assessments to help guide teaching and learning in their lessons. There will be an update for colleagues at the end of the intervention to guide re-integration from interventions.
- Students will receive a summary of tasks 'missed' and assistance to have an overview of work with a list of key learning points to help reintegration to the lesson. This will be relayed to parents / HoY / HoD.
- Students and parents) will have access to SEN support in additional homework / after school sessions to reinforce / support reintegration to 'missed' lessons / learning and copied to HoD, HoY.
- Parents will receive an update at the end of the intervention to outline needs, baseline assessments, tasks covered / identified skills sets and 'value added' from the intervention.
- Identified students may have specific referrals to further support their needs.
- Parents will be kept informed of continued assessments and further referrals.