

## SEN Curriculum Intent

Our curriculum is differentiated to support a wide range of Special Educational Needs, including but not limited to students with Moderate Learning Difficulties, Autism Spectrum Disorders, Speech and Language Difficulties, Physical Difficulties, and Specific Learning Difficulties. We recognise that all students do not progress at the same rate and require additional support in order to achieve their potential, whilst others require a more personalised curriculum. The curriculum for students with Special Educational Needs is widely differentiated in KS3 where students are given more time to develop the confidence, independence, and study skills which they require to be successful in KS4. During KS3 they may access additional support lessons to close numeracy and literacy or other learning gaps to allow them to flourish in KS4. The vast majority of students with Special Educational Needs in KS4 follow the same curriculum as their peers and have access to the same options programme. In some instances students with complex Special Educational Needs may struggle to access the full range of subjects on offer and therefore a personalised curriculum is put in place to allow them to reach their potential. The majority of students with Special Educational Needs attend college post-16 to complete a vocational learning programme, however all options are available and progression routes are planned with parents, carers and students.

The variety of curriculum provisions in place are set out below.

### Transition Group (8T)

This group consists of no more than 12 students from Year 7 and 8 combined. The students in this group typically have an EHCP and begin Year 7 at least 2 years academically behind their peers, often they will not have taken SAT's and where they have, they have achieved scores of below 80. They are our most vulnerable, high needs, Special Educational Needs students.

The purpose of the curriculum for this group of students is to provide a bridge between Primary and Secondary education. Typically these students will have received a lot of adult support in Primary school, often on a 1:1 basis, and the curriculum for this group allows them to develop their independence and study skills in a secure environment so that they are ready to progress with their peers in Y9 within the S group, and then to access the full curriculum in KS4. Students can progress into the S group at any point within the 2 year cycle, such transition usually occurs following a planned transition programme.

Curriculum breadth and balance is aligned with other teaching groups and is delivered by a primary trained teacher with specialist teachers for MFL, PE, Technology and Science. Content from subject long term plans is covered in Art, RE, Technology, PE, and some humanities subjects. In Maths, MFL and Science content is more personalised and builds on students' prior knowledge. This may mean the group is split into two or three smaller groups with one group working with the Teaching assistant, one group working with the teacher and the other group working independently on a carousel basis. In some subjects the skills are maintained and delivered through alternative content, such as altering the text used in English or the type of map used in Geography. These reasonable adjustments mean that this provision is not always compliant with the statutory content outlined in the Key Stage 3 National Curriculum.

All students within the transition group are challenged to achieve their best, and for some, they will need access to the mainstream teaching group in order to do this. Timetables are personalised to allow some students the opportunity to join the S group for some subjects where they may be excelling in, whilst continuing to be in 8T for those subjects where they continue to struggle.

The development of employability and lifeskills is an important part of the curriculum for 8T as these are skills which they will require to be physically taught more than their peers. Teamwork is of the uppermost importance with the multisensory learning requiring many group activities to take place and full class projects. Within these projects, enterprise skills are developed along with the ability to plan and manage a project, taking responsibility for their section. Taking part in such projects develops the student's confidence, communication and social skills. These are boosted by taking learning out into the community whereby the students also develop lifeskills such as crossing a road safely and interacting with members of the community. The curriculum for 8T develops students' Cultural Capital through these opportunities to engage in activities beyond the classroom. These include an array of trips and visits such as to the pantomime, Lincolnshire Show, the seaside, and numerous inclusive sporting activities. Additionally, the students go out into our local community on a ghost walk, to visit local shops and amenities, and to local residential nursing home to sing carols and put on performances.

The curriculum is intended to build on prior learning in KS2 by having detailed transition meetings with the SENCO's from the schools in which the students in this group have come from. This is important as each year the individual circumstances of the students in 8T can be different and this is reflected in the content and delivery of the curriculum. Additionally, transition out of 8T into the mainstream S groups can occur once a student has acquired the necessary skills to be successful in this curriculum model.

### S Groups

There is an S group in all years. This group allows students to access additional and for the curriculum to be delivered at a slower pace in order for them to succeed. These students follow a timetable similar to their peers and are taught by subject specialists. Students placed in this group initially in Y7 are usually those who have accessed SATs but have not achieved age-related expectations with a score of below 85 in one aspect. Students move out of the S group for their respective year group and into the mixed ability groupings at the request of core Heads of Department when these students have 'closed the gaps' academically and are able to make progress without additional support.

The purpose of the curriculum for each of the S classes is to close the academic gaps that the students possess and to enhance their confidence to achieve their potential. By keeping student numbers small in these groups, teaching can be differentiated to meet the individual needs of each student and each can be given additional support from either the teacher or TA to develop the skills they need to flourish.

The curriculum content for the vast majority of subjects remains the same as for other students in each particular year group. Exceptions are made in Maths, Science, and MFL where curriculum content relies upon prior knowledge. All S classes up to Y9 have additional Literacy lessons on their curriculum in order to help to close the academic gaps of the students in these groups.

Students would usually transition out of this group at the end of a term following an assessment period whereby they have clearly closed gaps in learning as shown in individual department assessment data and via SEN tracking data. Transitions at this point allows fluid movement and avoids curriculum gaps.

### Personalised KS3 Timetables

Despite the differentiation in place in the groups above, some students are not able to cope with a full time timetable and need amendments to be put in place. This can be for a particular subject due to being unable to access it due to sensory or physical difficulties, a requirement to reduce the amount of time in school due to a medical or emotional difficulty, or to reintegrate a student to full time education following a period out of the classroom which can be for a variety of reasons.

The ultimate aim of a personalised timetable is to allow students to access more of the curriculum over time so that they have the same opportunities at KS4 as their peers if possible. With this in mind, when making decisions based on which subjects to and not to study it is always important to ensure that all options remain open for KS4.

Where a student is unable to access an individual subject area due to a sensory or physical difficulty it may be possible that the student is able to access it on a 1:1 or small group basis with a TA. Where this is possible the student or group of students will be taught in a separate room. Where this isn't possible the student is likely to have an EHCP in place and will use this time with a TA to work on specific personalised objectives contained within this plan, which can be social, emotional, study skills or literacy based. Students with certain medical or mental health needs may need a reduced timetable in order to ensure that they remain in good health. Where this is the case a student may only be able to attend at certain times in a day or for a certain length of time. In this case the student's timetable can be altered so that they don't attend some subjects and use this time to catch up on others. Where a student is only able to attend for a shortened period of time, they may have different start and finish times depending upon their timetable, with the goal of keeping as many options open as possible. Students who require a reintegration programme will ultimately access more of the curriculum over time, the speed of which this will happen is dependent on the individual student's needs. These students will typically have an EHCP in place. These students will be in school full time but may spend a period of time each day working 1:1 with a TA on personalised objectives set out in this plan away from their peers. Sometimes this can also require access to alternative provisions and placements on a part time basis. All personalised timetables are agreed between the SENCO and SLT, with all timetables for students with an EHCP agreed with the relevant Local Authority at the Annual Review.

### Study+ Group

The Study+ Group is an option pathway in KS4. These students do not study a humanity subject and instead have 5 hours per fortnight working enhancing their study skills in order to be successful in their core and option subjects. Students are placed in this group by the SENCO in liaison with SLT and core Heads of Department. They typically have an EHCP or have Special Educational Needs which means that they would benefit from studying a reduced number of qualifications. Students are not placed in this group due to behaviour difficulties, but those students with medical needs may do so in order to use the time to catch up with other subjects that they have fallen behind in due to absence.

The purpose of the Study+ curriculum is to enhance the study skills of students with Special Educational Needs so that they are able to study effectively both for examinations in school and beyond the curriculum such as passing their driving test and accessing college or an apprenticeship. Reducing the number of subjects which they are required to study prevents them from being overloaded and gives them the best opportunity to be as successful as possible in the core subjects and their option subjects which they will need to progress onto further education.

The content which is delivered can be altered each year depending on the needs of the students in the group. Typically there will be a focus on literacy skills required for study purposes such as

developing reading comprehension techniques, understanding the command verbs in questions, and the spelling of key words. Students with Special Educational Needs require these skills to be repeated regularly in order to over learn them. Revision techniques need to be taught such as the use of cue cards, memory maps, and mnemonics. Study skills such as note taking, conducting research, and avoiding plagiarism are also taught, along with the skills required to complete a longer project as is required in many vocational courses. Students in this group typically have access arrangements in place for their exams and as such they are taught how to use these effectively. Additionally, the SENCO meets with the core Heads of Department half termly and they may ask for a particular idea or concept to be focussed on or re-taught. As such the Study+ group is not about following a particular course or programme. However, many resources are used including the HiLo Comprehension Skills Programme, RWI Study Skills module, and Multisensory Learning for SpLD's. Some sections of the work completed can be formally accredited through OCR Life and Living Skills, AQA Foundation Project, and ASDAN credits.

### Personalised KS4 Timetables

Despite the support on offer throughout KS3, some students will still be unable to access the whole range of subjects on offer at KS4 and will require a personalised timetable with reduced subjects or qualifications at Level 1. These students will have an EHCP which will set out the personalised curriculum required and will be agreed with both SLT and the appropriate Local Authority.

The purposes of these personalised curriculums are to ensure that students are accredited for the skills which they have developed and to allow them to access their chosen Post 16 pathway. For some students the purpose is to prevent overload so that they are able to access core subjects at GCSE level and therefore increase access to Post 16 opportunities.

The content of a personalised curriculum at KS4 is not set as each year this can change depending on the interests and abilities of the students concerned. Students who are unable to access the GCSE version of the core subjects will complete the Entry Level version, often this will be within the same classroom as their peers who are studying the GCSE option as the students can be taught alongside each other. Students who are unable to access the L1/2 Tech Award in DIT can study the IT User Fundamentals course during this time with their peers. Typically it is the GCSE and BTEC options subject areas that the students are unable to access. Alternative courses are put in place to match the needs and interests of the students involved, previously these have included; OCR Life and Living Skills, Pearson Basic Home Cooking, BTEC L1 Art and Design, BTEC L1 Public Services, and BTEC L1 Travel and Tourism. We endeavour to meet the needs of all students with an EHCP and will investigate different Entry Level and Level 1 courses as appropriate. Occasionally personalised programmes can take the form of a student being able to take 2 subjects from one option block and having smaller groups for students with special educational needs for a popular option subject which can be delivered at a slower pace.

### Withdrawal Groups

There are some skills which can not be taught within a classroom with a full class present. Where this is the case a TA will deliver a withdrawal intervention group. These groups exist for students with a diagnosis of dyslexia, and for those with a 1:1 programme provided by SALT or an Educational Psychologist. Other withdrawal groups can take place for the delivery of social skills, emotional literacy, self-esteem, and low achievers in literacy and numeracy. These groups are put in place as required. Students are placed in a withdrawal intervention group following an assessment of needs whereby an area of concern has been highlighted. Assessments can be requested by parents / carers, outside agencies, or by individual members of staff.

The purpose of any withdrawal group is to close a gap in the student's skills. This could be academic, social, or emotional. Specific programmes of support are put in place which are personalised to the group or individual in question. Typically they last for half a term and consist of 1 session per week which will be organised so that it is in a different subject each week.

The content of these sessions will vary depending on the needs of the student or groups of students. The resources used for each type of intervention are as follows:

- Dyslexia Intervention – students complete a CLAPSAP to identify areas of weakness and are then taught using the Multisensory Approach to Teaching Dyslexic Students programme
- Reading – assessed using Access Reading Test then 1:1 programme using Toe by Toe or group sessions using RWI FreshStart
- Spelling – assessed using Vernon Spelling Test and then High Frequency words or Medium Frequency words overlearning spelling intervention
- Numeracy – assessed using Access Mathematics Test and then The Mathematics Shed or Lifeskills Numeracy used for intervention
- Self-esteem – assessed using Boxall Profile or SDQ and then a Personal Project is used as a 1:1 intervention activity. Other activities include group activities off of school site such as sports or accessing the farm
- Social Skills – assessed using SDQ, Boxall, or ASET checklist and then a programme is put in place using the ASET Social Skills Programme (a variety of resources)
- Emotional Literacy – assessed through SDQ or Boxall and then CALL programme is used as an intervention
- Other alternative 1:1 interventions can be put in place following consultation with an outside agency such as SALT, Educational Psychology, and ASET

### TA Deployment

Teaching Assistants are the biggest resource available to the SEN department. Primarily they are deployed to meet the needs of students with an EHCP. Each EHCP outlines the support which the student is entitled to in order to meet the outcomes within their plan. Initially this will be via additional adult support in the classroom in order for them to access high quality first teaching. Within the classroom a TA may be asked to work with other members of the class whilst the teacher works with the student with an EHCP, this is seen as good practice giving the student equal access to the specialist teacher in the room. TA's may be deployed to meet the needs of more than one student in the same class. In classes with a range of special educational needs, the teacher may employ a carousel teaching format whereby the class is split into groups with each group having equal access to the teacher and the TA, whilst also having a period of independent work.

Some outcomes within an EHCP are not achievable within a classroom and therefore the student requires access to a withdrawal intervention. These will be delivered by a TA trained to deliver that specific intervention. Similarly, those students with a personalised curriculum as detailed in their EHCP will require a TA to deliver these alternative qualifications. In this situation the SENCO will plan the programme which will be delivered by the TA.

Some students without an EHCP may also access support from a TA. Those with a diagnosis of dyslexia will be supported by the specially trained dyslexia TA through the KS3 withdrawal groups. Other students could be supported if they have a 1:1 programme written by an outside agency such as SALT or EP, whilst others may join groups set up for students with an EHCP in order to meet their needs. These students are those who the academy is considering applying for an EHCP for due to their complex needs which are not being met without additional support.