

### TEACHING & PEDAGOGY:

- \*1-1 teaching / discussions; small group work.
- \*High Expectations, SEND specific knowledge, understanding & various testing.
- \*Ways of Working: overview of how each child works best in Year 11 for Access Arrangements.

### RESOURCES:

- \*Skilled staff in SEND identification; strategies and applications.
- \*The use diagnostic assessments eg; CTOPP2, TOMAL 2, WRAT, DASH etc
- \*Website signposting of SEND issues.
- \* Various sensory gadgets

### PLANNING & EVALUATION:

- \*On Entry Baseline testing per curriculum area.
- \*On Entry LEXplore Reading, eyesight testing.
- \* ICEBERG on entry ambition; likes; preference in learning; triggers and what helps to self soothe etc.

### CURRICULUM DOCUMENTS FOR SEND



- \*Mapping Provision & SEND Report
- \*Local Offer & SEND policy
- \*Iceberg & pen portraits
- \*SEND Register



Short Stay School

Keep: being SEEN, SAFE, SECURE & SOOTHED

To Empower Learners to Become Successful

TRUST, HONESTY, CARE & RESPECT

\* Success for all our students – ADAPTING & DESIGNING learning in its broadest sense to enable ACHIEVEMENT

\* Inclusion – LISTENING, UNDERSTANDING & SUPPORTING our students so that they can engage with learning to ASPIRE & ACHIEVE SUCCESS

### IMPROVEMENT OUTCOMES:

**ACHIEVED:** Local Offer; Provision Mapping; SEND report; Detailed SEND Register; Circle Solution Focus training; Trauma Informed & Attachment CPD; Emotion Coaching and Restorative Practice across the school from all staff. Internal Access

Arrangements for Yr 11 students. ADHD Friendly Status.



**MAIN PRIORITIES:** \*Complete Nutshell data for SEND overview and progress.

**INSET:** CP L1; SEND; SCIP; SENCO



JM SENCO Certificate.pdf



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; AA 2023 ; AA



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**PERSONAL DEVELOPMENT:** For each child to make personal development in their educational journey in improving their social skills set, mental health and well being and academic progress for next step in their learning plan.

### ASSESSMENT/EXAMS PATHWAYS:

- \*Induction and re-engagement in learning programme with on entry assessment in each curriculum area, reading screening and barriers to school/learning; 'recover' from the trauma of being permanently excluded.
- \*Access Arrangements for students in Year 11 to enable access to exams.
- \*Student targets, tracking progress with working at grades; verbal and written feedback; modelling feedback etc.