

Strategies/Interventions for 2021-2022 with SEN K and EHP students to help maintain/improve progress of these students in KS3 and KS4

KS3 - Identification

- Student files for those on SEND register at Primary School sent to SENCo
- SENCo attends transfer meetings for those on EHCPs (if invited), or considered to be very needy by Primary School SENCo, in Year 6 to identify and discuss possible support required
- Year 6 students screened during GEXP for Reading Ages and spelling ages to identify those potentially needing support.
- KS2 data analysed to see which students are not Secondary School ready for Literacy (reading & writing) and numeracy.
- All Year 7 students with a KS2 score <95 receive LEXIA support at lunchtimes and not removed from lessons
- Data shared with all teaching staff at Glebelands to inform Quality First Teaching Intervention strategies required for those students (Wave 1 intervention)
- In September, all Year 7 students complete CAT 4 testing - a baseline assessment for secondary school for students aged 11-14, designed to measure student aptitude for, and attitude to, learning.
- Students who join the school after Year 7 are tested by the SENCo for reading and numeracy to identify if additional support is required

KS3 - Interventions

- **Catch-up Literacy** – Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Catch Up® Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.
- **Catch-up Numeracy** - Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week.
- **LEXIA** – Lexia is a literacy programme designed to help students of **all abilities** learn to read, write & spell, especially those who learn differently, including students with dyslexia and EAL. Students with significant literacy issues with their own language are targeted for this intervention. Students complete this intervention during two or three morning registrations and are expected to complete LEXIA homework once a week.
- **ELKLAN** –two of the LSAs are ELKLAN trained and they deliver support to students with a speech, language and communication need identified in their EHCP.

- **ELSA** – We have two **trained ELSAs** who help to support students with transition, anxiety, friendships and organisation. Time is allocated to do targeted interventions with students who initially needed extra support with transition from Year 6. They play games, and do creative tasks, chat and relax in a quiet area. This is a 6-8 week intervention unless there is a greater need.
- **1:1 – social stories for ASD students.** This is a recommended strategy to support students with socialisation issues due to Autism. The ELKLAN ASD LSAs support these students
- **In class LSA support** – students with an EHCP (7, 8, 9) are entitled to a certain amount of hours of extra support. Dependent on the hours allocated support is initially offered in the core subjects (English, Maths and Science) and then as hours allow to Geography, History, RE, DT, IT and Languages in addition. It is up to the class teacher how the LSA is deployed but they usually sit with the student and may read or scribe for them; offer further explanation of the task; and keep them on track and focused. Other students on the SEND register can also access the support from the LSA in these lessons, but the support is primarily there for the student with an EHCP.
- **Touch Typing** – Touch typing is offered during registrations to students in Years 7,8 & 9 who regularly use a laptop in lessons and need to improve their typing speed for GCSE exams.
- **Young Carers** – the HSLW is responsible for Young Carers and supports those students who are young carers. With the SENCo activities are run for students who are young carers.
- **Quality First Teaching – Wave 1 intervention** – all teachers are expected to deliver QFT strategies in their lessons. This includes differentiation, chunking instructions/activities, seating students to accommodate hearing or loss with vision; larger font worksheets; visual reminders; lists of key vocabulary and allowing students thinking time before expecting an answer. Teaching staff are regularly reminded of this expectation and strategies are regularly shared by the SENCo for individual students – though they would benefit all students.
All students on the SEND register at KS3 have a SEND support document outlining the specific strategies that teachers should use to benefit them.
- **HSLW** – Our Home School Link worker supports students with Social, emotional and mental health issues (SEMH). She currently has 1:1's with some students at KS3 who are deemed to have significant issues with SEMH and need that regular support and contact. In addition, the HSLW is available to see students when a particular issue crops up and they need someone to talk to – possibly linked to issues at home or with friends. She works with students who have low self-esteem; anxiety, issues around self-harm and eating disorders – to name but a few. She is also a DSL and so actions most of the safeguarding issues that arise in school and makes the relevant referrals.
- **Child well-being practitioners** – a referral can be made to support students with anxiety, low mood, panic attacks or phobias to our Child well-being practitioners. They offer a 6-8 week package involving cognitive behaviour techniques.

KS4 - Interventions

- **In class LSA support** – students with an EHCP are entitled to a certain amount of hours of support. Dependent on the hours allocated support is initially offered in the core subjects (English, Maths and Science) and then as hours allow to Geography, History, RE, DT, IT and Languages in addition. It is up to the class teacher how the LSA is deployed but they usually sit with the student and may read or scribe for them; offer further explanation of the task; and keep them on track and focused.
- Other students on the SEND register can also access the support from the LSA in these lessons, but the support is primarily there for the student with an EHCP.
- **Study Support Option** – students who are identified as needing extra support with their learning are given the 'support flightpath' at KS4. This means that they take one less option at KS4 and have three support lessons for support with homework, controlled assessments or any classwork that they have not understood. These are usually students who have been removed from Languages due to very low scores at KS3 and/or have an EHCP.
- **Touch Typing** – Touch typing is offered at registrations to students in Year 10 & 11 who regularly use a laptop in lessons and need to improve their typing speed for GCSE exams.
- **Young Carers** – the HSLW is responsible for Young Carers and supports those students who are young carers. With the SENCo activities are run for students who are young carers.
- **Quality First Teaching – Wave 1 intervention** – all teachers are expected to deliver QFT strategies in their lessons. This includes differentiation, chunking instructions/activities, seating students to accommodate hearing or loss with vision; larger font worksheets; visual reminders; lists of key vocabulary and allowing students thinking time before expecting an answer. Teaching staff are regularly reminded of this expectation and strategies are regularly shared by the SENCo for individual students – though they would benefit all students.
- **All students on the SEND register at KS4 have a SEND support document outlining the specific strategies that teachers should use to benefit them.**
- **HSLW** – Our Home School Link worker supports students with Social, emotional and mental health issues (SEMH). She currently has 1:1's with some students at KS4 who are deemed to have significant issues with SEMH and need that regular support and contact. In addition, the HSLW is available to see students when a particular issue crops up and they need someone to talk to – possibly linked to issues at home or with friends. She works with students who have low self-esteem; anxiety, issues around self-harm and eating disorders – to name but a few. She is also a DSL and so actions most of the safeguarding issues that arise in school and makes the relevant referrals.
- **Child well-being practitioners** – a referral can be made to support students with anxiety, low mood, panic attacks or phobias to our Child well-being practitioners. They offer a 6-8 week package involving cognitive behaviour techniques.