

What is happening to SEN funding at School and Nationally?

Whilst we are no longer funded to support the first 9.5 hours for students with Additional Educational Needs (since April 2013), we support ALL students who have an additional need for *at least* 9.5 hours per week, thus providing over and above the expectation placed upon us nationally, by the implementing the following systems:

- Overstaffing English and Maths to allow smaller teaching groups, with more individualised support (eg Maths 10y6 has four students; English 10x5 has six students; English 11y5 has six students)
- Personalising the curriculum for students where appropriate (eg Animal Care; Work placements to support social and life skills, Engage; extra support for Numeracy and Literacy with specialist TAs during the second MFL option in KS3 for students requiring this support, perhaps due to dyslexia or learning needs in literacy or numeracy which have been identified)
- Supporting reading progress with the Lexia programme during tutor time twice per week (40 mins) and with home access to the programme
- Supporting spelling progress with the Wordshark programme (during tutor time twice per week for 2 x 20 mins) and optional lunchtime sessions
- Supporting numeracy with additional lunchtime sessions for basic skills and intervention with specialist Maths teachers and HLTA support
- Supporting access to exams with TypeQuick courses to allow students to use laptops instead of cumbersome scribing, before school and during lunchtime sessions
- Supporting access to exams with Readwrite Gold to allow students to read specific words without the help of an adult - independence in the exam system
- Supporting organisational skills and confidence building with designated mentors within the Extended Learning Department who work with students at least weekly, and contact home at least weekly with updates
- Ensuring that 3 levels of progress is a minimum expectation for all of our students, and insisting that this is met or exceeded
- Supporting with Physical Literacy programmes where appropriate with a specialist TA who works alongside the Community Paediatric Physiotherapy team
- Supporting with social times by staffing two separate rooms for students to use as 'safe havens' for supported social activities (eg games and discussion) or homework development/organisation
- Vocational college linked course places for KS4 Agricultural Engineering, Construction, Childcare, Hair and Beauty for those students for whom this would be a more effective pathway.