

## Secondary SEN Support Plan - Case Study 2

### Setting name: Taverham High School

Special Educational Needs Coordinator (SENDCo): Rebecca Dixon

Assistant SENDCo: Jo Gray

Case study completed: July 2023

#### Setting context:

Taverham High School is a standalone academy for pupils aged 11-18. It is a mainstream secondary school with a sixth form and 1208 pupils on roll.

The Special Educational Needs (SEN) cohort of the school is made up of 12.2% pupils at SEN Support and 2.3% of children and young people who access SEN Support.

#### Our Assess, Plan, Do, Review (APDR) process:

All students with SEN-K or an Education Health & Care Plan (EHCP) have an SEN Support Plan (SSP). Students with an EHCP have an EHCP Implementation Plan (IMP) that offers more detail and includes the outcomes from the EHCP. Learners with a difficulty but not SEN have a Personalised Learning Profile (PLP) that offers a view of their difficulty / history of difficulties and strategies that continue to be helpful. All levels of support plan are used to inform teacher planning.

Termly reviews have been predominantly held between the SEN team and learner / parent. These coincide with drawing impact data from interventions and use tracking data from teacher assessments. Students that are not making progress in line with expectation are highlighted at any point through the year to consider changes of support/provision. When updated (at any point through the year) teachers are informed by email, school bulletin and verbal notices in staff briefings. Teachers are required to have the SSP/IMP/PLP to hand when holding parent consultation meetings to discuss any specific arrangements for their subject.

# Local First Inclusion

SSPs are updated with provision costs to accompany the Identification of needs descriptors in educational settings (INDES) document where financial support is requested.

## How do we support coproduction in the SEN Support Plans (SSPs)?

Students and their families are involved from the start of the process where their feedback is gathered regarding difficulties and the impact. Their contributions form part of the SSP and are again sought at each termly review point.

Teachers are asked by means of electronic questionnaires (most time efficient) to provide their observations and any adjustments they have made/need to make for the student.

Plans sit on the school's electronic management information system and can be viewed by any member of staff. Students with a SSP/IMP are indicated by a yellow flag beside their name. Those with a PLP have a purple symbol.

## How do we implement and monitor the SEN Support Plans (SSPs)?

'SSP Dives' are carried out by the SENCo and Assistant SENCo to observe the use of strategies in lessons chosen at random with a focus of a student each week. SSP dives include feedback from Learning Support Assistants (LSAs), pupil interviews and lesson observations.

Colleagues know that SSP dives seek to see evidence of the strategies in practice. The expectation to use the SSPs is explicit.

Student data is monitored as an assessment of the effectiveness of the support/provision set out in the plan: attendance, behaviour and progress tracking data; and is supplemented by communications received from student, families or colleagues where concerns are noted. Learning walks are carried out by the Senior Leadership Team (SLT) and Head of Department / Head of Faculty and consider SEND.

# Local First Inclusion

## What support and training do we provide?

Teachers are encouraged to select strategies as best applied in their subject and lessons through planning. Open door consultation is available with the SENCo / Assistant SENCo and observations for individual teachers with feedback on SEND approaches are in place.

Work to frequently remind teachers of highly qualified teachers' strategies through whole school briefings is planned and the opportunity for teaching teams to hone strategies to suit different subjects is planned for Continuous Professional Development (CPD) sessions in the autumn term. LSAs provide support in lessons to advise teachers where students may need different approaches as well as supporting the learning. There are 4 lead LSAs in the SEN team with specialisms in Cognition & Learning, Social, Emotional & Mental Health, Communication & Interaction and Physical and/or Sensory needs.

## What do our plans include?

Plans include strengths and likes and wider information about external agencies involved. Small goals are identified at each review point with relevant outcomes. These are relevant to the learner and their learning/curriculum at that point in time. A separate provision planning tool is used by the SENCo / Assistant SENCo to allocate learners to provision and intervention appropriate to the needs and barriers identified.

Due to space limitations (one page) acronyms are used but explained through discussions that take place alongside coproduction and review.

Provision Expected at SEN Support (PEaSS) is considered as part of the high quality teaching and SEN provision recommendations.

## What do we want to develop about our support plans and why?

Continue to support staff to develop and refine appropriate support strategies for students in the classroom.

## What will we do next?

Ask teachers to use time in staff development days to refine support strategies into subject specific strategies that will also inform their planning.

## Example 1 - SEN Support Plan

### SEN Support Plan for

Name:

<u>D.O.B</u>	<u>Form</u> 7A	<u>Support start date</u> September 2022	<u>Support Category</u> SEN Support
<u>Area(s) of need</u> Dyslexia PD: DCD Dyspraxia	<u>Exam Access Arrangements</u> (KS4): EP recommends additional time for all assessments	<u>Recent Assessments:</u> EP Assessment 16/06/2022	<u>External agencies working with me:</u> Educational Psychologist – June 2022
<b>Assess</b>		<b>Do</b>	
<u>My strengths and interests</u> Enjoys football, video games and maths Exceptional recall of facts, e.g. history and science Strength in verbal comprehension, expressive language, and phonological processing  <u>My barriers to learning and dislikes</u> Reading, Spelling, Writing Auditory working memory 1 <sup>st</sup> percentile Processing speed 2 <sup>nd</sup> percentile Poor fine motor skills Visual-motor integration Anxious – noises, crowds, talking to unknown people  <u>Impact on me</u> Difficulty with handwritten recording Takes longer to finish work Struggles with noise, crowds and talking to unknown people Forgets information: visual and auditory		<u>HQT strategies &amp; differentiation</u> Use of laptop for extended written work Read/Scribe/Reading Pen Writing frames Vocabulary lists for pre-learning and reference Verbal rehearsal of written responses Encourage Name to ask questions Check understanding with open questions or ask Name to repeat back Check-in throughout lessons Support with diagrams, provide proformas if possible Emotional support when worried Avoid asking to read aloud unless pre-planned Differentiate written and physical tasks: reduce quantity expected or allow additional time if needed <b>Permit use of fidget toy in class</b> <b>Additional resources shared in “Teams” for teaching staff – teaching for neurodiversity</b>	

**Plan**

<p><u>Goals: Autumn Term</u>          Make a successful transition to secondary school</p>	<p><u>Goals: Spring Term</u></p>	<p><u>Goals: Summer Term</u></p>
<p><u>SEN Provision</u>          Use of a fidget toy          Use of loan laptop          HUB English, Maths and Nurture          Consider/assess for intervention in spring term          Referral to Access Through Technology – Oct 2022</p>	<p><u>SEN Provision</u></p>	<p><u>SEN Provision</u></p>
<p><b>Review: Autumn Term</b></p>	<p><b>Review: Spring Term</b></p>	<p><b>Review: Summer Term</b></p>
<p><u>Attendance:</u>  <u>Behaviour:</u>  <u>Parent/Student Views</u></p>	<p><u>Attendance:</u>  <u>Behaviour:</u>  <u>Parent/Student Views</u></p>	<p><u>Attendance:</u>  <u>Behaviour:</u>  <u>Parent/Student Views</u></p>

## Example 2 - SEN Support Plan

### SEN Support Plan for

Name:

<u>D.O.B</u>	<u>Form</u> 8E	<u>Support start date</u> September 2021	<u>Support Category</u> SEN Support
<u>Area(s) of need</u> C&L C&I: ASD traits PSD: hypermobility, wears glasses	<u>Exam Access Arrangements</u> (Y9+): Assessed in Summer Term of Year 9	<u>Recent Assessments:</u>	<u>External agencies working with me:</u> Potential Plus UK (2017) Educational Psychology (2016-2018) NDS Pathway – referral made: appointment with school on 21 <sup>st</sup> October 2022
<b>Assess</b>		<b>Do</b>	
<u>Strengths and interests</u> Works at age-appropriate levels, has high average ability: IQ 138 (06/2017) Passion for science: physics and chemistry and tech. Sense of humour Challenges himself and loves learning Enjoys outdoor activities <u>Barriers to learning and dislikes</u> Writing Raising hand Focus and attention Processing: Sensory and information Communication: literal thinking, expressing feelings, interaction, loud		<u>Classroom Strategies and Adjustments:</u> <b>Science and Maths – X is a very able Mathematician and Science is also a particular strength. Teachers to use their knowledge of X to apply strategies below if necessary</b> <ul style="list-style-type: none"> <li>• Use 1/2 step instructions, checklist for complex tasks</li> <li>• Visual prompts and reminders</li> <li>• Printed information for reference and revision</li> <li>• Printed copy of PowerPoint for annotation/ avoid need to copy from board</li> <li>• Reduce written demand where possible</li> <li>• Encourage use of laptop (when available)</li> <li>• Provide writing prompts, frames, sentence starters</li> <li>• Monitor and support engagement</li> </ul>	

<p><u>Impact on X</u> Struggles to sit still for extended periods Writing tasks worry him, he may try to avoid or refuse Won't ask for help, doesn't like to get things wrong Struggles with complex instructions Frustration if task seems too difficult/things go wrong Change needs management</p>	<ul style="list-style-type: none"><li>• Monitor emotional presentation, support to understand and organise task completion</li><li>• Sensory/movement breaks, fiddle toy</li><li>• Warn of change to routine or structure</li><li>• Support to learn from, rather than fear, failure</li><li>• Explicitly state the learning objective each lesson</li><li>• Allow X the opportunity to verbalise his thinking, offer a whiteboard or notepad too</li><li>• Support to mediate relationships with his peers</li><li>• Encourage him to work with one supportive peer</li></ul> <p>Encourage X to use the sensory room to regulate when he feels overwhelmed</p>
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**Plan**

<p><u>Goals: Autumn Term 2022-2023</u></p> <ul style="list-style-type: none"> <li>Maintain my outstanding attitude to learning going into year 8</li> <li>Make use of loan laptop –ATT assessment agreed</li> <li>Develop my social interaction skills through Lego Therapy sessions</li> </ul>	<p><u>Goals: Spring Term 2022-2023</u></p> <ul style="list-style-type: none"> <li>Make use of my emotional toolkit to help regulate how I am feeling throughout the day</li> <li>Use social interaction skills gained through Lego Therapy Sessions to successfully interact in a range of situations</li> <li>Make use of loan laptop</li> </ul>	<p><u>Goals: Summer Term 2022-2023</u></p>
<p><u>Intervention/Resources</u>            ATT referral Sept 2022 (interim loan laptop)            Lego Therapy            1:1 mentoring            Lunch and break room            LSA support in some lessons            Bookmark Timetable            Gateway/meet and greet mornings            LSA support in PE</p>	<p><u>Intervention/Resources</u>            HUB Intervention – Zones of regulation            Lunch and break room            ATT referral Sept 2022 (interim loan laptop)            LSA support in some lessons            Gateway/meet and greet mornings            LSA support in PE</p>	<p><u>Intervention/Resources</u>            ATT loan laptop            Lunch and break room            LSA support in some lessons            Gateway/meet and greet mornings            LSA support in PE</p>
<p><b>Review: Autumn Term 2022-2023</b></p>	<p><b>Review: Spring Term 2022-2023</b></p>	<p><b>Review: Summer Term 2022-2023</b></p>
<p><u>Attendance:</u> 90%  <u>Behaviour:</u> 78 positive events, 12 negative events  <u>Parent/Student Views:</u> not provided</p>	<p><u>Attendance:</u> 92%  <u>Behaviour:</u> 151 positive events 14 negative events  <u>Parent/Student Views:</u></p>	<p><u>Attendance</u>  <u>Behaviour</u>            Parent/Student Views</p>



<p><u>Goals: Autumn Term 2021-2022</u> Settle into Taverham High School</p>	<p><u>Goals: Spring Term 2021-2022</u></p> <ul style="list-style-type: none"> <li>• To use strategies learned in working memory sessions to aid focus and attention</li> <li>• To make use of the loan laptop for extended written tasks</li> </ul>	<p><u>Goals: Summer Term 2021-2022</u></p> <ul style="list-style-type: none"> <li>• Use my social story to help with emotional regulation</li> <li>• Talk to my trusted adult when my emotions become overwhelming</li> </ul>
<p><u>Intervention/Resources</u> Monitor for intervention and support needs ATT referral Access to sensory room Bookmark timetable</p>	<p><u>Intervention/Resources</u> HUB working memory sessions ATT referral – pending (Loan laptop currently provided by SEN Department) Access to Nurture room Lunch and Break room Bookmark timetable</p>	<p><u>Intervention/Resources</u> HUB Social Stories Intervention Sensory Circuits ATT referral pending (loan laptop provided by school) 1:1 mentoring 1:1 help with Science Topic work on reproduction Lunch and break room LSA support in some lessons Bookmark Timetable SLST report pending Referral to NDS – pending</p>
<p><b>Review: Autumn Term 2021-2022</b></p>	<p><b>Review: Spring Term 2021-2022</b></p>	<p><b>Review: Summer Term 2021-2022</b></p>
<p><u>Views</u></p>	<p><u>Attendance:</u> 94% <u>Behaviour:</u> 102 positive events, 5 negative events</p>	<p><u>Attendance:</u> 94% <u>Behaviour:</u> 140 positive events, 13 negative events  <u>Parent/Student Views:</u> not provided</p>

### Example 3 – Personalised Learning Profile

<b>Name:</b>
<u>D.O.B:</u>
<u>Form:</u> 9A
<u>PLP start date:</u> December 2021
<u>Area(s) of need:</u> C&L (Dyslexia)

#### My strengths and interests

- I have strengths in IT, especially coding
- I am a confident mathematician
- I enjoy Art – especially pencil drawing and water colours
- I love being a library leader at school
- I have a positive attitude to school and love learning

#### Exam Access Arrangements Y9+:

To be assessed as appropriate

#### External agencies working with me:

GP referral for counselling

#### **Assess**

##### My barriers to learning and dislikes:

I struggle with spelling; sometimes with words I have not come across before and sometimes with more familiar words especially if I am unsure of the meaning.

I find retaining and working with verbal instructions challenging.

I find decoding words difficult.

##### Impact on me:

I like to use complex vocabulary but feel limited by my spelling ability

I prefer visual prompts rather than verbal

It may take me longer to read

**NOTE: ICT home/school agreement signed to allow use of own iPad to aid reading**

## Plan

### Goals:

1. To maintain expected levels of progress
2. To maintain good attendance levels
3. To maintain appropriate behaviour and a good attitude to learning

## Do

### High Quality Teaching: Strategies and Differentiation:

- Encourage use of aqua coloured overlay
- 'check in' with Name in a low-key way to make sure she knows what she needs to do
- Keep instructions visual where possible.
- Encourage Name to be a more active reader to help her retain what she has just read

Encourage Name to make note in the margin/design a mind map/use a whiteboard as she reads as an aide memoire