

Secondary SEN Support Plan - Case Study 1

Setting name: Framingham Earl High School

Special Educational Needs Coordinator (SENDCo): Anna Harvey

Case study completed: July 2023

Setting context

Framingham Earl High School is a high school on the outskirts of Norwich with just under 800 students from age 11-16.

The school has a Special Educational Needs (SEN) cohort consisting of 3.7% of children being in receipt of an Education Health & Care Plan (EHCP) and 12.3% benefitting from SEN Support.

The Learning Support Team is based in a purpose-built building, offering a range of intervention spaces, Wellbeing support services, a Year 7 classroom for Nurture and English lessons and a Key Stage 4 classroom for the small study support option.

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

Historically, SEND students had a number of documents in differing formats. These often involved duplication of information or were not consistent, with a number of authors of the different formats. A single, easy to navigate approach was needed.

Over a period of years there had been a number of incarnations of One Page Profiles and SEN Support Plans (SSPs). Over time these had developed, with increasing staff and parental engagement, resulting in a cycle of review and improvements in the documentation. Understanding has developed across the school as to the purpose of these documents and teaching staff have become not only conversant in their contents but able to use them in an active way to support their students in the classroom and to frame conversations with parents/carers.

We brought together the Pupil Passport (One page profile) and Learning Plan (documenting the APDR cycle) into one document, and to avoid confusion this document retained the original names and became known as the "Pupil Passport/ Learning Plan".

The system to update SSPs is on roll out across the cohort (135 EHCP and SEN Support pupils) over 4 terms.

In consultation with colleagues and some parents we developed a new template consisting of

- Core data including basic SEN information, CAT4 (Cognitive Ability Test)

Local First Inclusion

- All about me section
- Needs and strategies for support (highly qualified teacher and teacher led) with reasonable adjustments and access arrangements (where appropriate). These were taken from EHCPs, professional reports and “What works well” feedback from teachers
- Plan - principally outcomes from EHCPs/ professional recommendations in report or sought from interventions
- Provisions - current and archived

The SEND team principally led developments in the first incarnation. The Nurture Lead, Learning Leads and Learning Support Assistants (LSAs) had training to understand how to read professional reports, delivered by SST from Educational Psychology and Specialist Support (EPSS).

Staff were assigned a case load. Draft documents were drawn up, in conversations with children and young people (CYP) and their families. The SENDCo quality assured the plans (half-termly RAG rating with feedback).

Parents were invited to have a conversation in the initial stages of drawing up a plan and then at points in the year when review, amendments and next steps are discussed. For some CYP this may be an in person meeting, for others it may be via telephone or email.

Plans were shared across the school via internal emails, and available to all staff via a password protected IT System.

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

At all points in the process CYP and their parents/carers are asked for input and discussion around the plan. This can vary due to the level of SEND needs of the CYP, with some CYP and some parents involved more frequently than others due to the APDR process and increased complexity and prioritisation of needs.

This may take the form of

- Key adult seeking the views of CYP in an informal manner, such as a conversation, card sort, use of a rating scale
- Formal recorded review meeting (possibly including other professionals)
- In person meeting
- Telephone/ Teams chat with parents/carers
- Teacher feedback is typically gathered through a Microsoft Form, or Team Around the Child (TAC) meeting involving Pastoral, Safeguarding and SEN Teams to discuss the progress of children with a more complex set of circumstances

Local First Inclusion

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

New plans have been implemented for CYP in the following priority order:

- EHCP
- High Needs SEND Support
- Where new and emerging needs have been identified and are resulting in a deterioration/ increased gap/ lack of pro-social behaviour or progress
- High Frequency/ low impact SEND

The SENDCo carries out quality assurance (QA) on all plans drawn up by members of the team.

Learning walks have a SEND focus (amongst other priorities).

Key learning from the process is the importance of getting the key adults to understand the process and to ensure we quality assure the “Pupil Passports/ Learning Plans” once they are produced before they are uploaded/shared with all.

What support and training do we provide?

Staff training on how to read professional reports provided by EPSS.

Personalised feedback through QA process and targeted support to members of the team with writing plans or through feedback from learning walks.

Regular, shared updates with all staff regarding the process.

Process document outlining procedures shared with all involved in writing plans.

What do our plans include?

- Core personal data
- All about me section
- Conversation with CYP and family
- Links to other important documents, e.g. Personal Risk Management Plan, Compact of Care (this is a document drawn up following a serious Mental Health crisis).
- Details of external professionals
- Description of needs drawn from EHCP or other professional reports
- Internal assessments, Boxall, CATs, Dyslexia screeners, staff observations, teacher input via SEND update button
- Associated in class strategies linked to area of needs in class strategies for support.
- Targets set linked to EHCP/ Professional recommendations, teacher feedback and linked to time bound interventions/ provision
- Outcomes taken from EHCP/ Intervention intentions and discussion with CYP and families

Local First Inclusion

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

As a school we need to continue the momentum and engagement with the Pupil Passports/ Learning Plans. The quality of the content in the plans is paramount and this cycle of review and development needs to continue.

It would also be beneficial to develop and increase student engagement in the development, implementation and review of the plans, we have witnessed the benefit of this in a number of our students and need to consider capacity building to develop this further.

What will we do next?

With the development of the Pupil Passports/ Learning Plans and the increased use of the Identification of needs descriptors in educational settings (INDES) we will consider how to ensure that one compliments the other for the benefit of the students.

Secondary SEN Support Plan Case Study SSP Template

Pupil Passport and Learning Plan for Jane Smith

Stage: **EHC Plan**

Date of birth: 01/01/2010 Tutor group: Mars 8 Year group: 8

Responsible Staff Member: Mrs JB Start date: 9/3/2023 Review date: 7/6/2023 Plan number: 5

Broad Area of Need: Communication and Interaction

Broad Area of Need 2: Cognition and Learning

SEND Needs: Considerable learning needs, very poor working memory. Difficulty following instructions. 1:1 support in class.

SEND Notes: ASD, communication and interaction is poor. Use simple language and ensure she understands what is being said to her. Difficulty recalling basic instructions.

Important documents to read: EHCP

Access arrangements: Y Access Arrangement Notes: Scribe, extra time Laptop recommended: N

CAT4 Average: 83 CAT4 Verbal: 93 CAT4 Non Verbal: 81 CAT4 Spatial: 83 CAT4 Quantitative: 76

Pupil Premium: Y Medical Needs: N English as an Additional Language: N

First language: ENG Reasonable adjustments to material objects (Staff initials and end date):

EAL Code: INDES: yes



All about me

My strengths and Interests	Support outside school	Formal assessments/ diagnosis
'My family are important to me'. 'I like having help in lessons as some things are too hard'. 'I would really like a best friend, that's very important'. 'I love Pip the dog!'	Family	ASD Beery Test of Visual Motor Integration

Needs and Support

Description of Need	Classroom strategies	Reasonable adjustments/ Access Arrangements
<p><u>Cognition and Learning</u> Jane is working below age-expected expectations in all areas of the curriculum. Jane has attention and concentration difficulties and is reliant on adults prompting her at regular intervals, requiring mediation to stay focused. Jane is less intimidated by tasks than she used to be. She can still hesitate if she's told that they are "challenging" or "tricky", like open-ended writing, but is becoming more open to attempting them with adult support. She will only not engage if she is preoccupied with another problem/emotion. This is more of a distraction than a refusal. She can find it difficult to transition to a new activity, particularly if she is enjoying the current one.</p> <p><u>Communication and Interaction</u> Jane has a long history of speech, language and communication difficulties. Her expressive language is described as very immature, and her receptive language is delayed. She is slow to process verbal communication and will often misinterpret what is being asked of her. A test of her verbal abilities in December 2019 indicated that these are in the 'low range' which is reflective of her limited vocabulary knowledge, lack of verbal fluency and difficulty with abstract thinking. Jane has difficulties with maintaining eye contact or using non-verbal communication. In the past Jane has had enormous difficulties with reciprocal interactions with her peers, however this is improving.</p>	<p><u>Cognition and Learning</u> Jane will receive a suitably differentiated curriculum, fully taking into account her individual needs. Tasks will be appropriately differentiated with opportunities for overlearning provided. Key points, vocabulary and information will be highlighted in teaching. Support with planning/editing and wordbanks will be used to support Jane's writing. Activities will be explained and modelled and staff will support Jane to maintain focus when required. Tasks and routines will be structured. Prompts and reminders to stay focused on all tasks will be provided where necessary, including help in achieving the expectation of sitting and listening during short teaching sessions without disrupting the learning of her peers. Staff will consistently provide specific positive reinforcement and praise daily, along with a reward system if deemed effective.</p> <p><u>Communication and Interaction</u> Staff will provide a reduced amount of language when talking to Jane and focus on key words, along with pre-teaching of topic vocabulary. Staff will model language and encourage Jane to elaborate on what she is saying. Jane's understanding of language in text, teaching and social context will be checked.</p> <p>Jane's interests will be used, as well as cards and visual stimuli to encourage listening and</p>	<p>Use Cross Guard pencil grip. Move n sit cushion. Sloped writing surface. Use Easi grip scissors. Laptop Attend Sensory circuits. Attend Distal muscle development sessions.</p>

SEMH

Jane has difficulties with emotional regulation. She struggles to express how she is feeling which can often lead to frustration and anger. She may become distraught, cry or even scream. She is beginning to describe her feelings using simple language, such as "I'm sad", but can often struggle to express/remember what has caused the upset. Jane would frequently self-harm by scratching or nipping herself when she was upset, triggered by perceiving herself as unable to do something or if someone has made her feel bad, but this occurs much less often now. A short amount of time with a known adult reassuring Jane often sees her mood calm down.

Jane's social understanding is limited. She finds some social situations challenging and can become upset by the actions of her peers. She is reported to have one close friend in class (at primary school) and identifies others as friends, but these are not always reciprocal relationships. Jane can sometimes be oblivious to peers' negative intentions and her lack of social understanding can potentially make her a target for unkind behaviour. She is very vulnerable to manipulation and bullying and can be drawn to children who have previously upset her even if they tell her to go away. However, at other times Jane can become highly distressed by others' actions whether intentional or because they have been misinterpreted by her. Jane can "overreact" to situations, such as children telling others to "shut up." She can require adult support to navigate these situations. She reacts strongly when she sees what she perceives as unkindness towards others.

following through on basic instructions and routines.

SEMH

The subject teacher should liaise with LSA and LSA to support this and take Jane to the Den as appropriate if overwhelmed.

School will provide daily opportunities for Jane to work with her peers to practice her social communication and understanding, along with turn taking, initiating social interaction, voicing her thoughts along with listening to others.

Sensory and Physical

Jane to use a cross guard grip for all writing tasks.

Jane to have a 'move n sit' cushion for all seated lessons, to aid concentration.

Support to write Date and title, allowing Jane to concentrate on the work at hand.

Practice chunking with new information. Use a laptop for extensive pieces of writing.

Sensory and Physical

Development of motor skills and strength there in

Development of balance/core stability

Improve seating/posture

Jane experiences some sensory difficulties. She has difficulties with processing loud noises and will say that the noise hurts her ears. She reacts emotionally to different types of music, and can become tearful or distraught at sad music and reacts better to up-beat music.

Self-care routines often take longer to perform than would be expected, for example, she can be a long time in the toilet, and she still often needs help with doing/undoing buttons and tying her shoelaces securely.

Plan

Assess-What are we worried about?	Plan- What do we want to achieve?	Do- What will we do to make it happen?	Key staff
<p>Fine and gross motor skills, visual motor integration, concentration and understanding, pencil and scissor skills, self-care tasks.</p> <p>Jane does not always understand instructions and lesson content.</p> <p>Literacy</p> <p>Catch Up Numeracy Jane has difficulty understanding/ interpreting word problems and performing division and multiplication. Sustain focus and concentration, speed of processing and absorbing information.</p>	<p>Jane to be able to sit with correct posture at her desk, to aid concentration and prevent leg and hand/arm pain. Jane to have improved balance / core stability. Jane to be able to un/dress herself with buttons, zips, buckles etc.</p> <p>For Jane to be as engaged as possible in all learning opportunities</p> <p>To extract relevant information from text.</p> <p>Be able to solve mathematical problems and connected methods independently.</p>	<p>Jane to be provided with move n sit cushion, cross guard pencil grip, sloped writing surface and easi grip scissors.</p> <ul style="list-style-type: none"> - Provide new information in smaller chunks - Laptop for extended writing tasks. - Jane to take part in Sensory Circuit. - Intervention with scissor skills and dressing skills. <p>Jane will have access to an LSA in all of her academic subjects. The LSA will chunk, prompt and use a range of language to support Jane's engagement in learning,</p> <p>Individual sessions with Learning Support Assistant support.</p> <p>Related provisions</p> <ul style="list-style-type: none"> • Catch up literacy <p>Individual numeracy interventions with concrete material and visual images, especially when the language is confusing.</p> <p>Related provisions</p> <ul style="list-style-type: none"> • Catch Up Numeracy 2022/23 	<p>Mrs JB (LSA)</p> <p>Ms LE (LSA)</p> <p>All relevant TAs</p> <p>Mrs MS (LSA)</p> <p>Mrs AF (LSA)</p>

Parent / Guardian contribution

Jane can struggle with understanding new mathematical concepts or methods. Once she understands a method she can repeat it but can easily get confused when there is any deviation. She can also forget things that she has learned recently but not used for a while. Recently she has had problems with time and timetables and also with division.

Pupil contribution

See all about me section

Review

Parent / Guardian contribution

Jane continues to do well at school. We have to help a lot at home with homework and have noticed that she is finding it difficult. The new resources to support following the OT report have been very helpful to Jane and she said she likes that LSAs who help her.

Pupil contribution

I like my new cushion. I am pleased that the LSAs help me to carry it because it doesn't fit in my bag.

School review

Progress to targets- less than expected.

Jane continues to have significant difficulties accessing the curriculum. Teachers and LSAs have concerns that she does not understand even basic concepts and can become distressed at times. LSAs report that they have to reframe even the simplest tasks and Jane continues to only be able to process more than one step at a time.

Provisions

Name	Area of concern	Start date	End date	Session frequency	Session length
Hackney LIT Y 2021/22 (archived)	Cognition and Learning Needs	06/09/2021	22/07/2022	6 times per fortnight	1 hour
Nurture group 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	06/09/2021	22/07/2022	8 times per fortnight	1 hour
LSA in class support 2021/2022 (archived)	All SEND Needs	06/09/2021	22/07/2022	55 times per fortnight	1 hour
Alpha Inclusion Mentoring 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	16/09/2021	17/12/2021	1 time per week	45 min
Catch Up Numeracy 2021/22 (archived)	Cognition and Learning Needs	04/10/2021	04/07/2022	2 times per week	15 min
Alpha Inclusion Group 2021/22 (archived)	Social, Emotional and Mental Health Difficulties	06/01/2022	31/03/2022	1 time per week	1 hour
Referral to MHST 2022/23	Social, Emotional and Mental Health Difficulties	02/03/2022		1 time in total	
Red/Green Card 2021/22 (archived)	Cognition and Learning Needs	07/03/2022			
LSA in class support 2022/23	All SEND Needs	05/09/2022	21/07/2023	38 times per fortnight	1 hour
Nurture Form Time Y8 2022/23	Social, Emotional and Mental Health Difficulties	05/09/2022	20/07/2023	1 time per week	35 min
Catch up Literacy	Cognition and Learning Needs	31/10/2022	16/12/2022	2 times per week	20 min
Catch Up Numeracy 2022/23	Cognition and Learning Needs	01/12/2022	31/03/2023	2 times per week	30 min
Move 'n sit cushion	Sensory and Physical	06/12/2022	31/07/2023	All lessons	
Sloped writing surface	Sensory and Physical	06/12/2022	31/07/2023	All lessons (as needed)	
Use Easi grip scissors	Sensory and Physical	06/12/2022	31/07/2023	All lessons (as needed)	
Laptop	Sensory and Physical	06/12/2022	31/07/2023	All lessons (as needed)	

Name	Area of concern	Start date	End date	Session frequency	Session length
Listening Service 2022/23	Social, Emotional and Mental Health Difficulties	06/01/2023		1 time per week	30 min
Catch up literacy	Cognition and Learning Needs	10/01/2023	31/03/2023	2 times per week	15 min
Catch up Literacy	Cognition and Learning Needs	31/03/2023	26/05/2023	2 times per week	20 min
Sensory Circuits Summer 1 22/23	Sensory and/or Physical Needs	18/04/2023	18/07/2023	1 time per week	25 min
Distal Muscle strengthening	Sensory and/or Physical Needs	24/04/2023	26/05/2023	2 times per week	15 min

Files

Name	Time uploaded	Type
210205 EHCP Final (4th) JS.pdf	4/9/2021 10:42	Pupil document
K3 EP report 2017.pdf	4/9/2021 10:42	Pupil document
JS Boxall.pdf	18/1/2022 12:21	Pupil document
Alpha Inclusion report Dec 21 JS.pdf	3/2/2022 13:03	Pupil document
Alpha Inclusion report Dec 21 JS2.pdf	3/2/2022 13:03	Pupil document
Alpha Inclusion report Dec 21 JS3.pdf	3/2/2022 13:04	Pupil document
Alpha Inclusion report Dec 21 JS4.pdf	3/2/2022 13:04	Pupil document
Boxall Summer 2022 JS.pdf	24/5/2022 10:03	Pupil document