



Poole High School

SEN Information Report

March 2026



RECEPTION
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Poole High School – SEN Information Report 2025-2026

This report outlines our school's provision to support students with SEND. This report has been produced in accordance with the Equalities Policy of the Twynham Learning Multi Academy Trust, the SEND Policy of Twynham Learning Multi Academy Trust, the Special Educational Needs and Disabilities (SEND) Code of Practice and relevant legislation.

School overview

Detail	Data
Number of pupils in school	1895
Proportion (%) of SEN pupils	22.9% (Year 7 - 11) 22.0% (Year 7 - 13)
Proportion (%) of SEN pupils with an EHCP	2.1% (Year 7 - 11) 1.8% (Year 7 - 13)
Date this report was published	March 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Sian Phillips (Headteacher)
SENDCo	Kerry Dewsnap
Governor / Trustee lead	Jon Godber

01 SEND Overview

Poole High School is an inclusive, 11-19 secondary school; we work together with our students and families to support those with Special Educational Needs (SEN).

A child has SEN if they have a learning difficulty or disability which requires specialist support, as defined by the Children & Families Act 2014. SEN typically falls into 4 areas:

- Communication & interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs

Within our school, we have designated spaces to support SEND provision, such as the Hub, Student Learning Zone, Harbour, and Pottery. The staff within these spaces are trained to support the specific needs of individual students.

Any support follows the Graduated Response approach. This involves a four-part cyclical process: **Assess, Plan, Do, Review**.

First and foremost, students will access the Universal Provision of high-quality, inclusive teaching within their classes; this is known as Quality First Teaching. Where more support is required, pupils will access targeted and specialist support, increasing over time based on need. Any support and interventions put in place will undergo regular reviews.

02 Whole school approach to inclusion – Universal provision

We believe that every teacher is a teacher of pupils with SEND, and every leader is a leader of inclusion. Our aim is not simply to support pupils with SEND, but to remove barriers so that all pupils can participate fully, achieve well and feel that they belong.

At Poole High School, we are committed to ensuring that all pupils have access to an inclusive education alongside their peers, with a focus on maximising their access to the broadest possible curriculum. Stage one of the Graduated Response approach is the universal provision that is expected to be in place for all students. This is described as Quality First Teaching. All teaching staff receive professional training to develop adaptive teaching strategies to support all pupils with a range of needs within their classroom practice. They have access to the Poole High School Graduated Response Toolkit to assist them in planning their lessons, ensuring they are broken down into small chunks and sequenced into small steps to reduce cognitive load. Teachers incorporate visuals and dual coding into their resources to help students make connections to key vocabulary and concepts. Students also benefit from explicit modelling and a range of strategies for checking understanding.

If a child is not making the expected progress or is displaying other needs that are a 'barrier' to learning, their class teacher/form tutor may choose to 'monitor' their learning.

03 Identifying students with SEN and assessing need

In accordance with the SEND Code of Practice (2015), a pupil has Special Educational Needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them

A pupil is identified as having a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Learning difficulties (often referred to as specific learning difficulties, or SpLDs) are neurodiverse conditions such as dyslexia, dyscalculia, Developmental Co-ordination Disorder (DCD/dyspraxia) and ADHD. These conditions affect how a young person processes, stores or retrieves information, and may impact skills such as reading, writing, spelling, numeracy, coordination, organisation or focus.

Indicators may include:

- Persistent reading issues such as difficulty with accuracy, fluency or comprehension
- Poor handwriting, slow writing speed or challenges with written expression
- Low focus or difficulty sustaining attention
- Difficulties with spelling, sequencing or following instructions
- Challenges with number sense or mathematical reasoning

These difficulties make learning significantly more challenging compared to others of the same age, even with appropriate teaching. Although learning difficulties can occur alongside other neurodevelopmental conditions such as autism, autism itself is not a learning difficulty. Autism is categorised as a *communication and interaction need*, rather than a SpLD.

Learning difficulties do not reflect a student's intelligence or motivation; they represent differences in cognitive processing that require understanding, reasonable adjustments and effective support.

Not all pupils with a disability will be identified as having Special Educational Needs or requiring special educational provision. In line with our duties under the Equality Act 2010, we recognise that some pupils with disabilities may not meet the SEND criteria but may still require reasonable adjustments to ensure full access to education. For example, although learning difficulties can occur alongside other neurodevelopmental conditions such as autism, autism itself is not a learning difficulty. Autism is categorised as a *communication and interaction need*, rather than a SpLD.

Where a pupil has a disability, but does not have SEN, the school will fulfil its duties to make reasonable adjustments to ensure that the pupil is not placed at a substantial disadvantage compared with their peers. Such adjustments may relate to the curriculum, teaching strategies, the learning environment, assessment arrangements, access to auxiliary aids, and participation in wider school activities.

Our Approach to Identification - SEN monitoring

The second stage of the Graduated Response is monitoring. Where a pupil is not making expected progress despite high-quality teaching, we will consider whether this may indicate SEN. At this stage, monitoring will be carried out to identify and assess the pupil's specific needs or barriers. Slow progress and low attainment do not automatically mean a pupil has SEN; careful analysis will be undertaken before any identification is made.

We identify pupils with learning difficulties through:

- Ongoing teacher assessment and high-quality formative assessment
- Progress data analysis and attainment tracking
- Observations of social, emotional and behavioural development
- Concerns raised by parents/carers
- Information from previous educational settings
- Screening tools and diagnostic assessments where appropriate
- Advice from external professionals

We recognise that early identification is key to improving long-term outcomes.

If a teacher is monitoring a child's progress, the following process will take place:



Once the SENCo becomes involved, the following will happen:

1. The SENCo will observe the child in class and will seek pupil voice.
2. From their observations, they will decide on the next steps. They will make one of two decisions, as follows:

Back to Monitor	Learning assessments to be completed to identify need
<ul style="list-style-type: none"> •The SENCo may provide additional support and strategies for the pupil. •If this is the case, then the pupil will have a new 'Monitoring Provision Map.' This will be reviewed on a termly basis by the teacher and they will have termly discussions with the SENCo to decide on the next steps. 	<ul style="list-style-type: none"> •The SENCo may recommend that learning assessments need to be completed with the pupil. This will allow a clear learning profile to be created which, in turn, will help to ascertain further strategies/interventions that will support the pupil.

3. If the SENCo has decided to complete Learning Assessments, it will begin with an initial screener set of assessments. Following these assessments, the SENCo may decide to further explore certain areas of learning with the pupil by completing more assessments. Once all assessments have been completed, the SENCo will write a report and/or discuss outcomes with the teacher to discuss a plan. If required, the SENCo will also meet with the parents.

4. As part of this report/discussion, the SENCo will make one of the following four decisions:

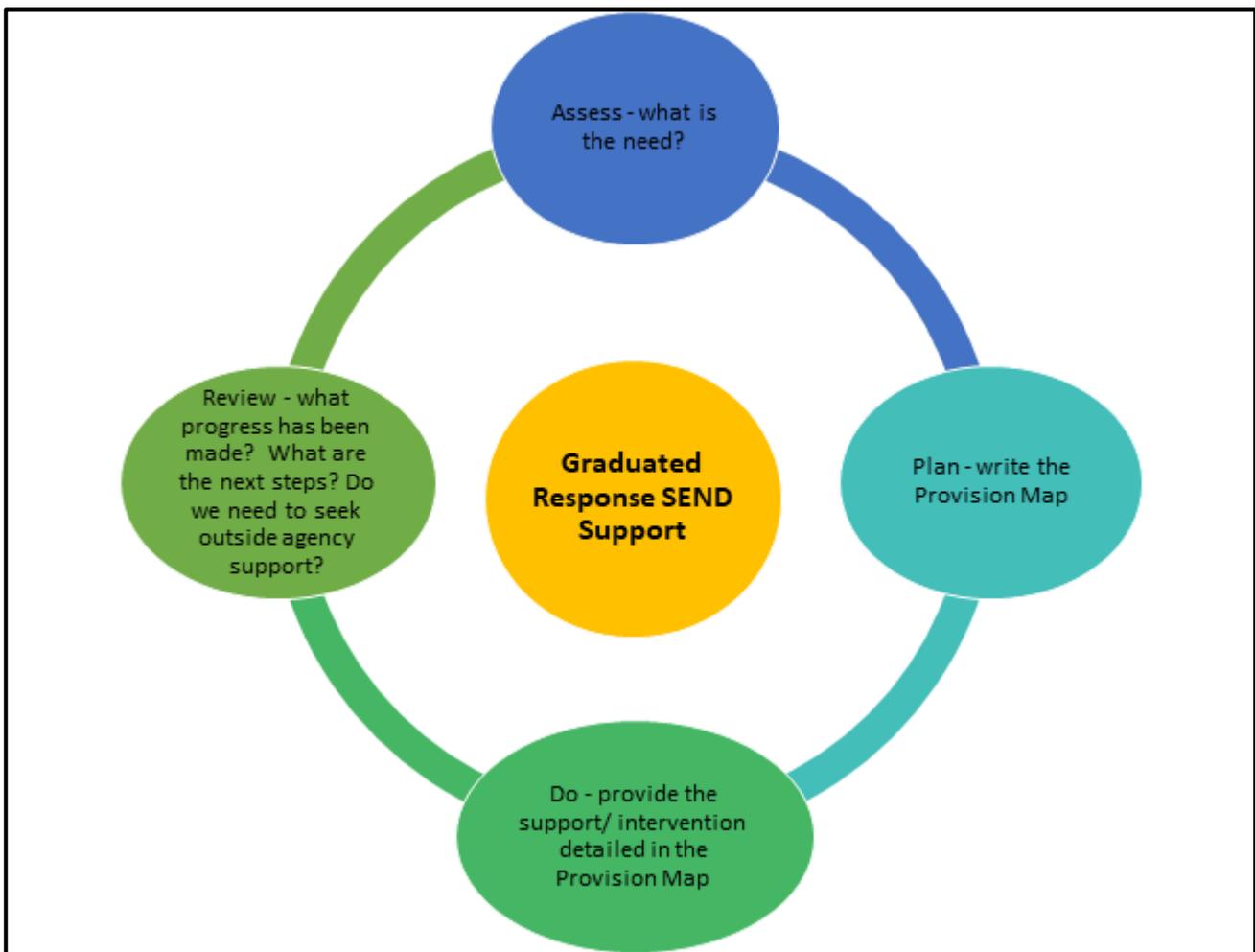
No further action
<ul style="list-style-type: none"> • The results of the assessments do not show any concerns. Therefore, no further action is needed.
Back to the monitoring stage
<ul style="list-style-type: none"> • If the assessments highlight a few concerns, that could be addressed by targeted intervention, the pupil could be placed back on the monitor register with very specific interventions, as advised by the SENCo. Progress will be reviewed every term until a point at which there is either no need for further intervention, or the child needs to be placed on the SEND register.
Put on the SEND register (SEND Support)
<ul style="list-style-type: none"> • If there are a number of areas for development and there is an indication in the assessments that the pupil may have an underlying need, they will be placed onto the SEND register. They will then follow the assess, plan, do, review cycle detailed in the SEND Support section of this document.
Outside agency support
<ul style="list-style-type: none"> • If the assessments highlight significant concerns, there may be a referral to an appropriate outside agency at this point.

5. Once a pupil has been placed on the SEND register and they are at SEND Support level, the SEND Team will be responsible for ensuring provisions are set for the pupil.

- This will include:
- Details about the pupil's strengths and areas of development.
- Classroom adaptations that staff in all classes should apply.
- Any extra provisions that are specific to the needs of the student.
- Access arrangements and diagnostic assessment should they be needed.

The SENCo and Head of Year will regularly monitor students on the SEND register, ensuring that attendance, attainment, and behaviour are maintained.

This will create the Graduated Response for children at 'SEND Support.'



If a pupil has made exceptional progress and there are no longer any concerns about the pupil, they can be removed from the SEND register. The SENCo needs to be informed if this decision is made.

EHCP – Educational Health Care Plan

Most children will have their needs met through SEND Support and inclusive practice. However, for a small number of children, they may require a higher level of support which needs to be provided through an Educational Health Care Plan (EHCP).

Before an EHCP can be applied for, we need to ensure there is sufficient evidence that the pupil requires support beyond what SEND Support can provide. Therefore, we will require:

1. At least two terms of the child accessing the Graduated Response at the SEND Support level.
2. If appropriate, support from outside agencies to refine the support that is being provided within the school setting.

Once a child has an EHCP, it is the responsibility of the school to ensure the pupil receives the support they require, as detailed in the EHCP.

The SEND team are responsible for completing an 'EHCP Learning Plan':

- The EHCP Learning Plan needs to include termly targets which relate to the outcomes stated in Section F of the EHCP document.
- The targets in the EHCP Learning Plan should be reviewed by the SEND team on a termly basis.
- The SENCo will regularly monitor the EHCP Learning Plan.
- Learning Support Assistants' deployment needs to reflect the provision that is outlined in the pupil's EHCP.

Teachers, Learning Support Assistants, and other adults in school who work with the pupil, such as ELSAs, Speech and Language, and key adults, will be expected to make a written contribution to the Annual Review of a pupil with an EHCP. The SENCo is responsible for coordinating the Annual Review and ensuring that all statutory documentation is completed.

Through early identification, careful monitoring and partnership with parents/carers and external professionals where appropriate, we aim to ensure that all pupils with difficulties and disabilities are able to participate fully in school life and achieve their potential.

What is not SEN - The following will not automatically be regarded as SEN, although they may impact progress and attainment:

- Disability (where reasonable adjustments can be made)
- Attendance and punctuality
- Health and welfare needs
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

However, these factors will always be carefully considered as part of a broader assessment.

03 Our approach to teaching pupils with SEN within the classroom

In line with the SEND Code of Practice (2015) and the Equality Act 2010, we are committed to inclusive practice that enables all pupils, including those with Special Educational Needs and Disabilities (SEND), to achieve their best, become confident individuals and make a successful transition into adulthood. We do this through our Universal Provision of Quality First Teaching. Inclusion is embedded in our culture, policies and everyday practice.

Quality First Teaching for all - We recognise that students with SEN require a proactive, structured approach that focuses on high-quality, inclusive teaching, clear routines, and emotional support.

We ensure that:

- We provide a structured environment, establishing clear routines to reduce cognitive load and anxiety
- Lessons are carefully adapted and broken down into manageable chunks
- Teaching is adaptive and responsive to individual needs, using the information on the pupil passports to know their individual needs and the most suitable classroom adaptations
- Staff use formative assessment to identify barriers early
- Staff use a range of strategies for checking for understanding
- Materials are adapted to suit different needs
- Communication is clear, giving extra time for processing
- Positive reinforcement is provided to foster an inclusive environment that recognises and values individual strengths
- Class teachers retain responsibility for the progress of all pupils in their class, including those receiving additional support.

Removing Barriers to Learning - we proactively identify and reduce barriers by:

- Making reasonable adjustments under the Equality Act 2010
- Adapting the curriculum and learning environment as necessary
- Implementing personalised, flexible support strategies through the use of support plans and pupil passports
- Providing auxiliary aids, such as reading pens and laptops, and access arrangements where required
- Creating a nurturing and inclusive classroom environment.
- Extending inclusion extends beyond the classroom to trips, enrichment activities and leadership opportunities.

A Whole-School Culture of Belonging - We promote a culture where difference is valued and diversity is celebrated by:

- Fostering a positive attitude towards SEND
- Providing ongoing staff training and professional development, providing them with a toolkit to support their planning and implementation.

- Promoting pupil voice and participation in decision-making
- Implementing clear anti-bullying procedures
- Supporting social and emotional well-being

Partnership with Parents and Pupils -We work collaboratively with parents/carers as partners in their child's education by:

- Sharing information openly and regularly
- Involving families in planning and reviewing support
- Providing clear information about provision and progress
- Signposting to external support where appropriate

Pupils are involved in setting targets and reviewing their progress wherever possible.

Multi-Agency Collaboration - Where appropriate, we work with external professionals to secure the best outcomes, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Health and Social Care professionals
- Local authority

Monitoring and Accountability - Inclusion is monitored through:

- Regular progress tracking and updating pupil passports and support plans termly
- Provision mapping
- Leadership oversight of SEND
- Governor monitoring
- Evaluation of the impact of interventions
- Inclusion meetings every half term for each year group.

We continuously reflect on and develop our practice to ensure equality of opportunity for all.

05 Adaptations to the curriculum for pupils with SEN

Our curriculum is designed to ensure Quality First Teaching – an inclusive, high-quality, personalised approach for all students, including those with SEND, focusing on effective, everyday teaching rather than immediate, separate interventions. It involves targets and high-impact strategies such as clear modelling, active questioning, checking for understanding, and regular feedback.

The ongoing SEND training of teachers and Learning Support Assistants provided them with a toolkit of strategies to use within their planning and teaching. Adaptations will be made based on those identified on the student's pupil passports.

Adaptations may include:

- Focused planning- highly structured and sequenced curriculum aimed at high expectations for all learners.
- Active engagement: High levels of interaction and engagement, ensuring all pupils are involved with their learning.
- Targeted questioning and modelling – using questioning to develop high-level thinking and provide and deepen understanding, and explicit modelling
- Effective feedback: regular, formative and summative assessment that guides pupils' progress
- Inclusive environment; a well-organised, accessible and supportive classroom that reduces barriers for students with SEND, such as the use of seating plans, managing noise levels and reducing the cognitive load.
- Use of seating plans and behaviour system
- Use of the school reward system
- Time out or exit passes

06 Targeted intervention

Where students need support beyond the classroom, there are a number of targeted interventions available, including:

- 1:1 and small group literacy interventions
- 1:1 and small group numeracy interventions
- 1:1 and small group emotional literacy support – PACE
- 1:1 and small group support for speech and language
- 1:1 and small group Wellbeing through Art
- Behaviour and anger management support
- Touch typing practice
- Handwriting support
- Learning support assistance within lessons
- Key adults support
- Support for students with mental health difficulties – Bridges Project
- Starfish mentoring
- Student learning zones to provide a quiet and supportive learning environment for students
- 1:1 mentoring sessions for selected students
- Bespoke interventions linked to provisions outlined in EHCP

07 Specialist intervention

When necessary, intensive, highly personalised support may be offered. We work in partnership with a range of external agencies to provide support for students (and parents) with the delivery of specialist interventions. This might include:

- Mentoring

- Occupational Therapist
- Physiotherapist Intervention
- Specialist speech and language theory (SaLT)
- Mental health support.

Interventions are reviewed at least half-termly to check the impact against the expected outcome. If it is felt that the intervention is not having the expected impact, changes will be made as necessary.

08 Partnership working and pupil access to external (including specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when additional expert advice would be beneficial in informing the support put in place at the school. Our focus, when seeking specialist advice, is to create opportunities to tailor students' support so they can access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a Pupil Passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the schools, a graduated response.

09 Adaptations to the learning environment

To support pupils with SEND, adaptations may be made to the learning environment to ensure all students' needs are met. These may include:

- Use of a laptop, coloured overlays, reading pen,
- Adapted resources, such as a larger font, different coloured paper
- The school has been adapted for wheelchair accessibility, as far as possible, including ramps and a lift to the second floor in some areas
- There are disabled toilets and changing rooms on the ground floor
- Acoustic ceilings to reduce noise
- Specialist zones for students to access support for students with social, emotional and mental health.

10 Adapted curriculum pathways

All students in our school have access to an appropriately adapted, full and broad curriculum. For a small number of students, based on the needs of the student and following consultation with parents/carers, a more bespoke curriculum pathway may be implemented, with disapplication from an area of study. A bespoke timetable will be designed, integrating focused interventions and bespoke support to meet specific requirements.

11 Assessing and reviewing pupils' progress

As an inclusive school, all teachers and leaders are responsible for the progress of all students. All assessment points across the school include students with SEN; all teachers and leaders are

responsible for analysing the engagement and outcomes of all students and making adjustments and adaptations to systems and practice to positively impact all students, including those with SEN. Where more targeted or specialised support is required, teachers and leaders will collaborate with the SEND team to review students' progress. Assessment and review are therefore built into the Graduated response cycle of Assess, Plan, Do, Review

Through this, we are able to ensure that provision is:

- Evidence-based
- Targeted
- Regularly reviewed
- Adjusted in response to impact

The subject teachers and all other relevant adults will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teachers and other relevant adults' assessment and experience of the student
- Their previous progress, attainment, and behaviour
- Other assessments, where relevant
- The individuals' development in comparison to their peers and national data
- The views and experiences of parents/ carers
- The students' own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of the student's needs, the desired outcome, the support provided, and any required teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions, as well as their impact on students' progress.

Where students are accessing targeted or specialist support, their progress against identified targets will be reviewed termly using their Individual Support Plan.

12 Consulting and involving pupils and parents

All parents/ carers of students with SEND are encouraged to attend and participate in all activities for parents and families. All decisions made regarding specialist interventions or alternative curriculum plans will be made in consultation with parents/ carers and students.

13 Supporting pupils between phases/ transition and preparing for adulthood

Transitioning between phases represents a significant change for all students, but it can be particularly challenging for children with Special Educational Needs. We aim to provide a structured, personalised, and proactive approach to mitigate anxiety and support learning.

During transition phases, all relevant information will be sought from previous settings or passed on to the next setting. We will agree with parents/carers and students on which information will be shared as part of this transition process, in line with GDPR.

KS2 into KS3 transition

To ensure a smooth and well-supported transition from KS2 to Poole High School we implement a detailed and personalised transition programme for pupils with SEND. This programme is designed to build confidence, reduce anxiety, and ensure staff have a thorough understanding of each pupil's individual needs.

Information-Gathering Meetings - The Poole High School SEND team meet with staff from the pupil's primary school to gather detailed information about their needs, strengths, and effective support strategies. This ensures we have a comprehensive understanding of the pupil before they join us.

Follow-Up Review Meetings - Additional review meetings are held where necessary to obtain further insight into the pupil's requirements. This helps us plan appropriate support, identify any potential challenges, and ensure a seamless handover of information.

Observations in the Primary Setting - Members of the PHS SEND team visit the pupil in their current primary school to observe them within their familiar environment. These observations help us understand:

- How the pupil learns
- Their communication and interaction style
- Any triggers or barriers to learning
- Strategies that work well

This supports accurate planning for their transition to secondary school.

Supported Visits to Poole High School - To help pupils feel confident and familiar with their new environment, they are invited to attend supported transition visits during the summer term. These visits allow pupils to:

- Explore the school setting
- Meet key staff
- Experience new routines
- Begin to understand the expectations of secondary school

Visits are arranged as often as needed to ensure each pupil feels well-prepared and reassured ahead of joining Poole High in September.

KS3 into KS4 transition

When students move from KS3 into KS4, we provide structured support to ensure pupils choose GCSE or vocational subjects that are both suitable and aspirational. The transition process is designed to help students understand their options, reduce anxiety, and make informed decisions about their next steps. SEND support will include:

Accessible Information About Courses – Students are provided with clear, simplified information about each subject option, presented in a visual, accessible, and student-friendly format. This helps them understand:

- What each course involves
- The type of content they will study

- The skills required

Clear Explanation of Assessment Styles - Students receive guidance on how each course is assessed, with explanations that are easy to understand. This includes:

- Coursework vs. exam-based subjects
- Practical or vocational elements
- How work will be graded

Information on Access Arrangements - Where appropriate, students are given guidance on the types of access arrangements that may support them during KS4 assessments and examinations. These may include:

- A reader
- A scribe
- Extra time
- Assistive technology

These recommendations are based on individual need and the normal way of working, as identified through ongoing assessment.

Guidance Toward Appropriate and Achievable Pathways - Students receive personalised advice to help them choose pathways that are:

- Ambitious
- Realistic
- Suitable for their strengths and learning profile

The aim is always to support students to succeed without placing unnecessary barriers in their way.

Access to High-Quality Careers Education - As part of the curriculum, all students receive impartial careers advice. Poole High School meets all Gatsby Benchmarks, ensuring that:

- Students understand future pathways
- Encounters with employers and FE providers are meaningful
- Advice is impartial, accessible, and aligned with their aspirations

KS4 to Post 16

Poole High School has a strong KS5 provision that continues to support students with Special Educational Needs (SEN) through a fully inclusive approach and high-quality, adaptive teaching. Support Plans and Pupil Passports are reviewed and updated to ensure they continue to reflect each student's individual needs as they progress into Post-16 education.

Access to Further Education and Careers Guidance, students are provided with comprehensive information, advice, and guidance on their Post-16 options, including academic, vocational, and supported learning pathways.

Where appropriate, students receive:

- Additional career interviews
- Tailored advice suited to their strengths and aspirations
- Supported exposure to FE providers

Personalised Adaptations - to remove barriers and ensure equity of access, Poole High offers targeted adaptations for students with additional needs, such as:

- Learning Support Assistant (LSA) help with college applications
- Adjustments for careers-focused trips and events
- Support with accessing online portals and completing required documentation

Transition for Students Leaving Poole High (End of KS4 or KS5) - the transition process for students with SEND moving into Further Education (FE) is designed to ensure continuity of support through close collaboration between Poole High School and the receiving institution.

How the process works:

When a student declares SEN on their college application, the FE provider contacts the Poole High SENDCo.

The SENDCo shares relevant, up-to-date information about the student's needs, strengths, and support strategies.

Data includes:

- Summary of needs
- Classroom strategies that have been effective
- Access arrangements previously used for exams
- Information from Support Plans or the EHCP (where applicable)

Colleges use this information to plan appropriate support, ensure adjustments are in place from the start, and arrange transition visits or meetings if needed.

This collaborative approach ensures students experience a smooth, well-supported transition into Post-16 education, with their needs recognised and provision ready from day one.

14 Staff training

As a teaching body, Poole High has significant experience with Quality First Teaching, the provision expected to be in place for all students. Our ongoing Professional Development training provides all teachers with a range of strategies to make learning accessible to all children. The SEND team also have a high level of experience working with students with SEN in different settings. The SEND Team provides ongoing training and support for all teachers to help build expertise in the classroom, for example, through coaching, so that all teachers build their confidence and competence. We also have members of the SEND Team who receive specific training in a particular specialism.

Cognition and Learning

- **EXACT** – assessing and understanding processing difficulties
- **Literacy intervention** training, including strategies for dyslexia and phonological processing
- **Numeracy support**, including structured approaches for dyscalculia
- **Training on working memory**, information-processing needs, and supporting slower cognitive processing

- **Strategies for supporting students with Specific Learning Difficulties (SpLDs)** such as dyslexia, dyscalculia and DCD/dyspraxia

Communication and Interaction

- Staff trained in supporting students with **Developmental Language Disorder (DLD)**
- Training on identifying and supporting **Speech, Language and Communication Needs (SLCN)**
- **Autism (ASD)** training, including communication approaches, structure, predictability and sensory considerations
- Strategies for supporting social communication and interaction in the classroom

Attention and Neurodiversity

- Training on supporting learners with **ADHD**, including attention regulation, task initiation, executive functioning and reasonable adjustments
- Approaches to support concentration, sensory needs and self-management

Social, Emotional and Mental Health (SEMH)

- **PACE** (Playfulness, Acceptance, Curiosity and Empathy) for emotional co-regulation
- **Well-being through Art** – using creative approaches to emotional expression and regulation
- Strategies for supporting students with anxiety, low mood, dysregulation and trauma-informed needs

Support Staff (LSAs) Specialist Training

- **Side-by-side regulation** for co-regulating pupils in moments of stress or overwhelm
- **Unconditional Positive Regard** to support relational, trust-based practice
- Training in scaffolding learning, breaking down instructions and supporting processing needs
- Literacy and numeracy intervention training
- Use of touch typing and handwriting programmes
- Sensory Circuits
- Working with pupils with SpLDs, ASD, ADHD and SEMH needs in the classroom

15 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of the SEN provisions provided by:

- Reviewing students' individual progress towards their target each term, as set out on their learning plan and Pupil Passport
- Reviewing the impact of interventions every 6 –8 weeks
- Monitoring by the SEND team
- Using provision Maps to measure progress
- Holding annual reviews for students with EHCPs

16 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our students, including after-school clubs. All students are encouraged to go on residential trips. All students are encouraged to take part in all aspects of school life, including sports day, school productions, the Duke of Edinburgh Award scheme and other events. No student is ever excluded from taking part in one of these events because of their SEN or disability. We monitor and track which students access the enrichment opportunities to ensure we identify and remove any barriers to participation.

17 Support for improving emotional and social development

We adopt a whole-school approach that integrates Social and Emotional Learning into every aspect of the school day: This is done by:

- Explicit teaching – dedicated time for specific emotional and social learning, with a key adult, to teach skills like self-awareness, relationship regulation and relationship management.
- Key adults training in delivering PACE intervention (Playfulness, acceptance, curiosity and empathy).
- Emotional check-ins with an adult as required
- Designated safe spaces to enable students to regulate or work in a smaller environment, such as the HUB, Student Learning Zone and Harbour
- Mindfulness, incorporating a variety of activities such as mindful colouring or breathing exercises
- Providing predictable routines and giving clear warnings before transitions to reduce anxiety

18 Pupils with disabilities

Students with disabilities are supported, as much as reasonably practicable, and provided with relevant accessibility aids to enable them to access the school site and a broad curriculum. Where necessary, adjustments are implemented, including the dispensation of aspects of the school curriculum, the use of accessibility aids, and/or adaptations to the school environment.

19 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or the Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services