

NDHS VI Form SEN provision.

As always, our provision for VI Form students with SEN is based on our Gospel values, honouring the sacredness of each individual. Consequently, we adopt a child-centred approach to SEN, keeping the student at the centre of the plan-do-review cycle and aspiring to personalised learning wherever possible. This approach is particularly significant for VI Formers, as their greater maturity and understanding of their needs, their specialist subject knowledge and their aspirations for the future provide the keys to producing effective SEN support.

There are three main areas of SEN provision post-16:

1. Supporting the provision of **Quality First Teaching (QFT)**; providing teachers with up to date SEN information on students and strategies for teaching children with particular needs. This provision, *as per* the new SEND Code of Practice, should ensure the best support for most post sixteen-students. Outcomes for all students are monitored within the School's academic monitoring programme.
2. However, in exceptional cases, it may be necessary to make **further provision**. Where appropriate, students will be assessed and, should the assessment warrant this, a personalised SEND Support Plan will be produced. Over time, this Plan will become their 'normal method of working'. If appropriate, this will be transposed into their application for access arrangements for public exams.
3. Making provision for students as per their **EHC plan**.

The plan-do-review cycle for post-sixteen students

If a student, his/her parents or guardians or any member of the teaching staff believes that the student may need support beyond Quality First Teaching, he/she can approach the SEN team with a request for further investigation. The SEN team will ask for evidence of need, for example a copy of the student's work along with that of another student to which it could reasonably be compared. If there is insufficient evidence to warrant an educational assessment, we will provide subject teachers with further strategies to support the student. If the evidence is more compelling, we will carry out the appropriate educational assessments. Should these assessments warrant this, we will create a SEND Support Plan in collaboration with the student and any other interested parties, most notably the student. This Plan will lay out a programme of support that will become the student's normal method of working in all lessons and may be used, should we choose to proceed, to support any application for exam access arrangements. Should the assessments fail to identify any specific difficulty, we would provide subject teachers with further strategies to support the student. Wherever possible, we will assess students outside of lessons. However, this is not always possible and we may need to withdraw them on occasion. The outcomes of the above will be monitored within the School's academic monitoring programme.

The School must emphasise that, whereas we are able to assess students in order to provide evidence for SEND Support Plans and access arrangements, we are unable to diagnose specific learning difficulties, for example, dyslexia. Assessments carried out elsewhere by the appropriate professionals may still not automatically qualify students for access arrangements.

If, having exhausted our resources within the School, the student is still not making the expected progress, we will consult with the specialist agencies who contribute to the Local Authority's 'Local

Offer'. Where appropriate, this may lead to the production of a My Plan for the student. Our decision making will be based on the Sheffield Grid (a local authority tool for assessing students' needs and the appropriate level of response.) My Plans will contain a suitable review process.

Students with EHC Plans

Under the new SEND code of practice, EHC plans (replacing statements) are *in situ* until the young person reaches twenty five. Therefore, any student with a Plan will continue to receive SEN support as long as they are at NDHS.

Support for A level students differs considerably from the rest of the school. Apart from happy coincidences, it is unlikely to be the case that Learning Support Assistants have the academic knowledge or expertise to offer detailed subject support. In addition, it is unlikely that having in-class support would be appropriate in a VI form lesson.

However, we liaise closely with the Sixth Form team in regard to allowing students to follow a personalised timetable. We also provide academic mentoring for SEN students. This involves support in personal administration, note taking, organisation of work and liaising with subject teachers over any difficulties. It also serves as strong emotional/social support for the student.

Furthermore, we will continue to work closely with subject teachers to ensure that appropriate support is provided within lessons, offering guidance in specific, personalised teaching/learning styles to support QFT. We also endeavour to achieve consistency of delivery and teacher support across subject areas. Again, we seek to avoid removing students from their lessons in order to conduct assessments or interviews. However, particularly around the time of a student's annual review, this may not always be possible.

As with all areas of our work, we are always ready to offer support and advice to our students, their parents/guardians and their teachers. Please contact via the usual channels. Teachers can also bring their concerns to the weekly 'SEN surgery'.