



**Ely College and Bishop Laney  
Sixth Form**

**SEND Strategy and Provision  
2024**

## **Vision**

Our vision is based on the College's Core Purpose: 'Every member of our community is known, valued and supported to achieve in all areas at the highest level to become successful and confident and responsible for the pursuit of lifelong learning.'

Further to that we aim to create an environment where young people with SEND can thrive in all aspects of their lives: where Ely College is a good place to find learning difficult.

## **Our Core Offer**

- Quality First Teaching for all students with SEND
- Children with SEND needs are accurately identified and added to the SEND register
- A programme of interventions is in place to support with identified needs
- All students on the SEND register have an Individual Support Plan to monitor their progress and keep track of reasonable adjustments
- Outside agencies are used as needed to further support the work of the college
- Teaching Assistants are deployed to support the provision to meet outcomes as detailed in students' EHCPs
- Information regarding needs and reasonable adjustments is shared via Provision Map: our online SEND database
- Support with referrals for ND assessments, OT/SALT input and EHC Needs Assessments

## **Quality First Teaching**

As outlined by the Education Endowment Foundation, we support our teachers to use the '5-a-day' strategy:

- **Scaffolding:** Providing temporary support to students as they learn, gradually removing it as they gain independence.
- **Differentiation:** Tailoring instruction to meet individual student needs, considering readiness, interests, and learning profiles.
- **Formative Assessment:** Continuously assessing student progress during lessons and adjusting teaching accordingly.

- **Effective Classroom Management:** Creating a positive and inclusive learning environment.
- **Collaboration and Peer Learning:** Encouraging students to learn from each other through group work and discussions

Teachers have access to 6 training opportunities a year in order to develop their understanding of this framework and what approaches may support the improvement of their practice.

In addition, optional training sessions are offered to cover a particular area of SEND as needed e.g. PDA and FASD

### **SEND Department staffing**

SENDSCO – FT/ 0.2 teaching allocation

ASSISTANT SENDSCO – FT/ 0.6 teaching allocation

EXAM CONCESSIONS AND TESTING CO-ORDINATOR – PT/0.2

LEARNING SUPPORT TEACHER: EVOLVE – FT

LEARNING SUPPORT TEACHER – ASPIRE – FT

UNQUALIFIED LEARNING SUPPORT TEACHER – FT

ADMINISTRATIVE ASSISTANT – PT/0.8

EAL LEAD – PT/0.2

BRIDGE MANAGER/ACCESS ARRANGMENTS CO-ORDINATOR/SAFEGUARDING – PT/0.6

HLTA: 6<sup>th</sup> Form – FT

HLTA: Interventions and Wave 3 Support – FT

Level 3 TA: Literacy and Dyslexia – FT

Level 3 TA: Social, emotional and mental health – FT

Level 3 TA: Numeracy – FT

Level 3 TA: Speech, language and communication – FT

Level 2 and Level 1 TAs deployed in line with Trust Job Descriptions

## **Teaching Assistant Deployment**

Teaching Assistants are deployed in classrooms to support the teacher with delivering the curriculum. All TAs have undertaken the Maximising the Impact of Teaching Assistants training which focuses on:

- Developing self-scaffolding skills
- Use of mini-goals and process criteria
- Offering the least amount of help first
- Following the Scaffolding framework to support independence.

In addition Teachers and TAs have undertaken two training sessions together in 2024/4 to develop better classroom practice. We encourage:

- Dialogue and regular 'catch-ups' between teacher and TAs
- Sharing of lesson plans, resources and assessment information to equip the TA to offer the most appropriate support
- Using the TAs knowledge of the students they support as part of formative assessments
- Including the students' Key Workers when sharing important pastoral information

TAs all have key students with whom they work closely and support at Annual Reviews and other important meetings.

## **Enhanced Provision: Evolve**

Evolve is a Year 7/8 provision of 12 SEND learners, all with an EHCP, who access a different curriculum to the main school:

- Students are offered a place in Evolve as part of the Year 6 transition and consultation process
- The criteria for consideration is:
  - A range of needs across at least three out of four of the categories of SEN as defined by the Code of Practice (2014)
  - Academic attainment that is at least two years below age expected in both English and Maths
  - Agreement with the Primary SENDCO that the provision needed to meet need would best be met in the Evolve class
- The students are taught English, Maths, Science, Humanities and PSHE in their classroom with their Learning Support teacher. The students receive a

bespoke Art lesson a week from a subject specialist, a lesson as a class in the LRC, and a fortnightly Science practical lesson in the lab.

- They are expected to attend mainstream Music, Drama, Tech and PE with their mainstream peers
- MFL is covered by an activity day every term
- In addition to the academic provision, the students also have regular wellbeing and communication activities in order to develop life skills
- Students are assessed in Core Subjects using the bespoke 'Steps' criteria which have been developed by the department. Parents are given a formal report twice a year
- Weekly emails are sent home detailing the activities of the week and a short overview of the students' progress during the week
- They are part of a form group and the House Office remains formally responsible for pastoral issues
- The behaviour policy of the school is adapted to meet the needs of the students in the group
- The class is supported by two Level 2 TAs.
- It is expected that the students would remain in Evolve throughout Key Stage 3 and then join the Aspire group in Key Stage 4. Individual guided choices meetings with parents help inform the option choices for Aspire.

### **Enhanced Provision: Aspire**

In Key Stage 4 the students join the Aspire group:

- Students are taught English, Maths, Science, RE and PSHE by their Learning Support teacher
- Students work towards Entry Level/Functional Skills in English, Maths and Science
- Two of their option choices are covered by ASDAN CoPE and the Arts Award
- Their two remaining options are chosen in consultation with parents and relevant staff. Students are supported to choose subjects that are within their capabilities such as Level 1 Catering. Where a student has a passion for the subject, such as History, they are supported to attend the lessons, but may not take the formal examinations at the end of the course
- In Years 10 and 11 the students also follow a programme Life Skills/PFA in order to prepare them for the next steps

Assessment follows the usual formats, with the STEPS assessment criteria still used for English, Maths and Science.

## Interventions

Interventions are overseen by the Assistant SENDCO with support from an HLTA. Data is gathered at the beginning and end of the intervention to assess impact.

### Reading and Literacy interventions:

- **Reading Group:** this group is selected using NGRT and CAT scores. It is a short-term intensive intervention that seeks to remedy those with the lowest reading scores. It is delivered by a teacher during the school day
- **Literacy and spelling support:** These interventions are delivered in form time and after school in both 1:1 and small group settings
- **Student Support Group** – this is a small group of learners who attend an extra literacy session in place of their timetabled MFL lessons. Students with low literacy levels who have been identified during the Primary School transition process, or who have been identified after joining the college by teachers and/or parents will be invited to the group. Students follow schemes of work that re-enforce the English curriculum and support the students to develop reading and writing skills.
- **Step-Up to English**– this is a group of students who after participating in the Reading Group intervention are still identified as needing further literacy support. SUTE is preselected as one of their option choices. Students typically study SUTE (Entry Level English at Bronze, Silver or Gold) in Year 9 moving on to Level 1 and 2 Functional Skills in Years 10 and 11 as appropriate.
- **ICT/resource support:** in addition to this there are a small number of laptops available to support students with longer written assignments. There are also a number of reading pens that can be borrowed by students with a dyslexia profile who would benefit from electronic reading support.
- **Overlays and visual stress:** the department can screen and offer overlays to support students with visual stress
- **Dyslexia-friendly schools** – The SEND department supports and promotes strategies and resources that are dyslexia friendly
- **The Dog Mentor** – students can be referred for a 'Reading to Ralph' session where they are encouraged to read books at Ralph's comprehension age (around 5-7 years) to him. This builds confidence in reading in a relaxed and non-judgemental way.

## Numeracy Interventions

- **Maths Group:** Through the NGRT testing students are identified as needing extra support in Maths. Students are offered either a tutor time or after school session in order to fill the gaps in their Maths understanding. These interventions are co-ordinated by the Maths dept SEND champion in collaboration with the TA team
- **Numeracy support:** These interventions are delivered either in small groups or 1:1 both after school and during tutor time. They include Catch-Numeracy, Maths clinic, homework support and 'Fun Maths' – an intervention aimed at supporting students who feel that Maths is too intimidating.

## SEMH Interventions:

- **The Dog Mentor:** Our school dog Ralph is available as a wellbeing intervention for students needing to have positive school-based experiences. Ralph has 6 trained handlers who are able to deliver whole-class, small group, or one-to-one sessions. The referrals are initially for 6 weeks with an extension if needed.
- **Mentoring:** TAs offer form time 1:1 mentoring support to help students who need support with managing the demands of daily College life
- **Zones of Regulation-** this supports our learners who need help with understanding and managing their emotional and mental states
- **Gardening for Wellbeing** – this after-school club is for students who have been referred in order to give them a positive, outdoor experience that can support their wellbeing
- **Music for Wellbeing**– this group is run in school for SEND learners who need support with: regulation, co-ordination, teamwork, turn-taking, hand-eye co-ordination, self-confidence, self-esteem and concentration
- **ND girls group** – this is a drop-in girls group available at break time for all girls who identify as neurodiverse. It is run by a TA and looks at building confidence, mindfulness and discussing relevant issues that ND girls may find more challenging such as managing friendships and puberty.
- **Lego Therapy** – this is an after school and break time group that uses the principles of lego building to promote self-efficacy, communication and social skills, it is delivered by a trained member of staff.
- **D&D Therapy** – this is an intervention primarily aimed at learners with ASD, using the principles of role-play games to promote independence, social

skills, resilience, communication, problem solving skills and creativity. It is delivered by a trained member of staff.

- **The Advocates** – this is a group of young people who identify as neurodiverse and who want to promote the issues affecting ND young people at College. They work on raising awareness and target ableist language and assumptions

### **The Bridge**

The Bridge is a wellbeing space, currently being developed in line with the Nurture UK principles, to offer a safe haven for students with Emotionally Based School Avoidance. Students are profiled using online Boxall profiling which then supports the Bridge Staff to offer activities and approaches that can build resilience, confidence and start the pathway back to the classroom.

In time it is hoped that the Bridge will be a tool in encouraging students who cannot come to school at all to use the space. This will be dependent on it being set up as a nurture space that can appear a safe and secure place that feels like 'home'.

### **The Oasis**

This is a space supervised by a member of the SEND team for students who are feeling overwhelmed by the demands of the classroom due to their special needs. It can be used to complete assessments, classwork or to process/regulate. Principles of the Zones of Regulation will be shared with students in order to support successful engagement in the classroom.

### **Sensory Support**

#### **In class:**

For those students who need sensory input in order to support their regulation we offer the following:

- A range of fidget tools that follow the principles of 'tools not toys' to support regulation in class
- Wobble cushions, therapy-bands and doodle books
- Movement breaks as allowed by the class teacher no earlier than 25 minutes into the lesson



## **Sensory diets**

For those students who need more than the above to help regulate, they can access the following with TA support:

- Trampettes and Boxing equipment in the PE Dept gym
- Balls to shoot baskets/nets in the courts (subject to availability)
- Participation in the Daily Mile

## **The Sixth Form and Preparation for Adulthood**

### **Application/Consultation process**

Students with an EHCP both apply through the usual channels along with the usual LA consultations. It is therefore essential that the 6<sup>th</sup> form admissions team and the SEND dept work closely with each other to ensure that a consistent message is given to the young person.

Our SEND 6<sup>th</sup> formers are supported in the following way:

- In class support as needed (focussing on building independence and self-efficacy)
- 1:1 study session where they have a TA to support with developing independent learning skills
- Vocational profiles: students complete this with their Key Worker. Support is also given for UCAS and external College applications
- Students use the Choices College/ Spring Pod resources to complete virtual work experience, building key vocational skills

SEND staff work closely with the 6<sup>th</sup> form team in order to ensure that students are supported to become as independent as possible and are ready for the next steps post-College