

Our approach to SEND

Areas of need	How we identify needs	What support we provide	Examples of intervention or adaptations
Cognition and learning (e.g. dyslexia, moderate learning difficulties)	Needs may be identified through literacy and numeracy assessments, teacher observations, progress data, screening, assessment, Educational Psychologists involvement and the information from previous schools or external agencies.	Support aims to reduce barriers to learning whilst promoting confidence, independence and progress within the curriculum.	• Differentiated and scaffolded learning • Breaking tasks into smaller, manageable steps • Modelled examples and guided practise. • Reading interventions • Touch typing interventions, • Coloured overlays where appropriate. • Targeted literacy or numeracy support. • Access to assistive technology. • Additional processing time and prompting.
Communication and Interaction (e.g. autism, speech and language difficulties)	Needs may be identified through primary transition information, teacher observations, parent/carers concerns, student voice, assessment data, communication screening tools and external professionals such as Speech and Language Therapists	Support focuses on developing communication, social understanding, emotional regulation and independence within the classroom and wider school environment.	• Clear routines and visual supports • Social stories • Additional processing, the thinking time • Structured and modelled tasks • Access to quieter spaces during social times • Social skill groups • Adapted communication approaches • Transition support • Speech and Language therapy programmes.
Social, Emotional and Mental Health (SEMH) (e.g. ADHD, anxiety, attachment difficulties.)	Needs may be identified through pastoral monitoring, behaviour and attendance information, staff observations student and parent voice, Wellbeing check-ins and external agency involvement where appropriate	Support focuses on emotional well-being, self-regulation, resilience and engagement with learning.	• Clear expectations, routines and consistent boundaries, • Movement breaks. • Mentoring and pastoral check-ins. • Emotional regulation support. • Access to safe or quieter spaces. • Adapted seating plans. • Reduce anxiety transition support. • Referrals to external support services. • Personalised behaviour strategies.
Sensory and/or Physical needs (e.g. visual/hearing impairment, physical disabilities)	Needs may be identified through medical information, specialist assessments, classroom observations, external agency involvement and transition information from previous setting.	Support focuses on ensuring students can safely access learning, the environment and wider school experiences at independently as possible.	• Seating arrangements to support sensory or physical needs. • Movement breaks. • Access arrangements for assessments. • Support from specialist services. • Personalised risk assessments and care plans. • Adapted PE or practical lesson activities.

