



Whole School SEND Provision: 2022-2023

SAINT AIDAN'S

Church of England High School

At Saint Aidan's we believe in Quality First Teaching for all students and the strategies that form our 'Saint Aidan's Teaching and Learning Standards' are designed to ensure all students (including those with Special Educational Needs and Disabilities) are well supported, sufficiently challenged and able to make progress.

Students are identified as having a 'special educational need' if they have difficulties in one, or more, of the areas of need outlined below which impact their ability to make progress at the same rate as other students. Students may have a diagnosed condition but may not need additional support to aid their progress and so may not be SEND.

Where a student has been identified as having SEND, support may be provided as outlined below and we will follow the graduated response of assess, plan, do review to ascertain movement from one wave of support to the next. Staff will be made aware of strategies specific to individual students via our Synergy platform.

SEND Area of Need	Tier 1	Tier 2	Tier 3
Communication and Interaction	<ul style="list-style-type: none">• visual timetable and visual aids• alternative methods of recording work (such as via technology)• use of Synergy to share resources of printed resources in class• use of 'Achievement Room' at break and lunchtime• TA support in lessons and during registration	<ul style="list-style-type: none">• small 'social skills' intervention group• targeted TA support in lessons• access arrangements for exams• liaison with Speech and Language	<ul style="list-style-type: none">• 1:1 TA support• modified curriculum• 1:1 or 1:2 interventions• specialist teacher and/or educational psychologist input

	<ul style="list-style-type: none"> • preferential seating in class • tasks broken down, checklists given 		
Cognition and Learning	<ul style="list-style-type: none"> • differentiated resources and support materials; scaffolding • use of technology for recording work • smaller class sizes in set subjects • TA support 	<ul style="list-style-type: none"> • small group intervention such as with Nessy or Toe by Toe or similar • use of CogMed programme • reading support during registration • use of reading pen 	<ul style="list-style-type: none"> • significant TA support in most lessons • modified curriculum • 1:1 or 1:2 interventions • long term intervention • specialist teacher and/or educational psychologist input
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • time out card • support via Pastoral Support Team • key worker or mentor • use of student support centre for certain lessons 	<ul style="list-style-type: none"> • additional transition from KS2 or to KS5 • small group work (such as for resilience, exam stress etc) • school nurse involvement • liaison with CAMHS Primary Mental Health worker 	<ul style="list-style-type: none"> • liaison with health care professionals such as CAMHS • counselling • referral to other agencies (see 'mental health and wellbeing' provision map) • reduced/modified curriculum
Sensory and Physical	<ul style="list-style-type: none"> • enlarged font size • adapted materials • preferential seating in class • health care plan • adaptation to school day (such as leaving lessons early to move around the school) 	<ul style="list-style-type: none"> • modified equipment • liaison with specialist medical professionals • use of technology • TA to assist in lessons when needed • risk assessment • time out for sensory breaks 	<ul style="list-style-type: none"> • 1:1 support throughout the day • modified curriculum • specialist teacher support • specialised equipment

