



Twyford
C of E
High School

Learning and Inclusion Strategic Vision

'Maximising learning potential through inclusion and support'

"Children of God...in which you shine like stars in the universe"

Philippians 2.15

Twyford is a school with a very wide ranging student community. A small proportion of our school community have Education Health Care Plans and the majority of these are for children having Autistic Spectrum Disorders or for Specific Learning Difficulties and other Communication difficulties. An Additionally Resourced Centre (ARC) opened in September 2017 for students with ASD and additional needs. There will be 4 places each year. The school's mission statement underlines that the school is a 'learning community.....which values the gifts of all its members'. The Primary aim of the ARC, SEN & Learning department at Twyford is to ensure that this is the case especially where students are vulnerable.

In addition to ensuring that EHC plan students have individualised programmes which match the requirements identified in students' SEN EHC plans and annual reviews, the school also has a clear policy of early intervention targeted at Years 7 & 8. Our strategy aims to equip students to access the main school curriculum as fully as they are able to pre-empt students becoming disaffected. This is implemented through a range of small group classes which aim to ensure all students will be able to access a differentiated core curriculum offer by the time they reach Year 9. The GCSE curriculum model includes within it strands targeted towards less able or hard to reach students.

Statutory Support for all students with EHC Plans

Broadly, the types of provision led from within the ARC, SEN & Learning team.

This provides for the following:

- ♦ A SENCO to oversee provision & ensure individualised support using the top-up or additional funding. The personalised support by a member of the ARC, SEN or Learning team.
- ♦ An Annual Review meeting of up to 1.5 hours (allowing 8.5 hours planning collating of reports & writing time).
- ♦ An Individual Education Plan meeting 30 minutes (during the Target Setting Meeting day in September, each year) with a review the following July.
- ♦ A meeting during Parents Evening of 20 minutes.
- ♦ Effective communication - initially e-mail; telephone calls if required and an additional meeting if there are any concerns.
- ♦ Arrangements for 25% extra time as an access arrangement in all external, mock and Q2 & Q4 internal exams.
- ♦ Liaison with outside professionals and attendance at multi-agency professional meetings as required.
- ♦ Transition from Year 6 to Year 7 including primary school visit; parental interview; transition morning at receiving high school and allocation to tutor group.

Additional Provision

The following support from a Lead TA or keyworker:

- ♦ Small group support in targeted areas including Literacy, Numeracy or social skills as required.
- ♦ Tracking Quarterly data to ensure each student is not underachieving.
- ♦ Writing a specialist teacher and TA report for the Annual Review.
- ♦ Liaising with subject staff to ensure the student is completing relevant lesson prep; is organized and on track.
- ♦ Minimum of 3 hours of support per week in a core subject -in class at KS3 or KS4; 1:1 during study periods at KS5. Please note TA support is prioritised in set 8 and one higher set (for core subjects).



The ARC

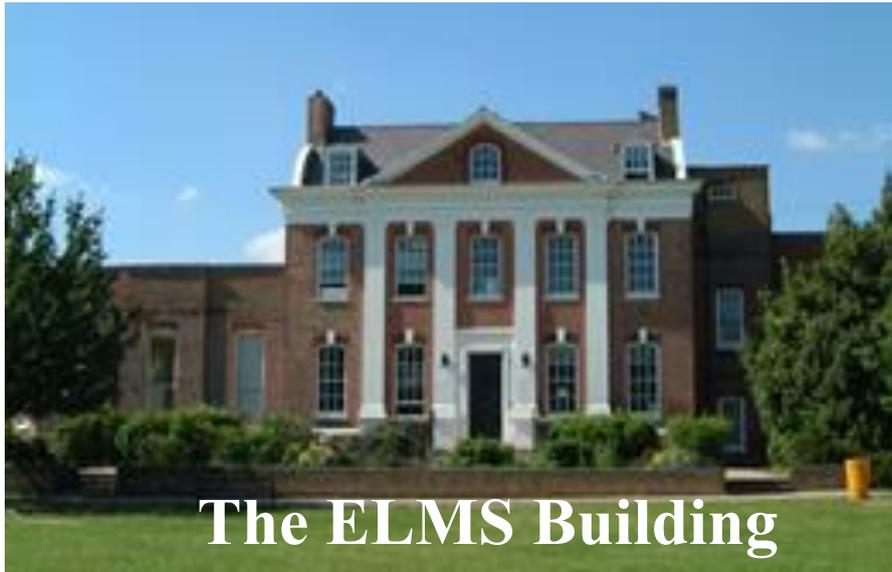
- ♦ Supporting the student to write a Person Centered Review in Year 9 - to include support for the options' process and beginning post -16 planning.
- ♦ Supporting the student to attend Information, Advice and Guidance meetings, particularly about Work Experience and future careers and further education.
- ♦ Personalised support, celebrating successes and liaising with home as needed.
- ♦ Supported after school ARC homework club to ensure prep and homework completion.
- ♦ 1:1 specialist teaching, if written into the EHC plan objectives.

Wider school support that is accessible to all students (including those with SEN support)

Academic support:

- ♦ Assessment including Literacy and Numeracy screening; exam access arrangements for public examinations in Years 10-13 if qualifying criteria set by Joint Council for Qualifications (JCQ) is met.
- ♦ Year 7 Literacy evening and early intervention to support literacy or numeracy if required.
- ♦ Intervention where students are underachieving by provision of additional lessons or revision sessions.
- ♦ High quality teaching & work differentiated to suit the student's needs.
- ♦ Placement in a set suitable to the student's ability.
- ♦ Tracking student progress quarterly.
- ♦ Offering individualised assessment feedback to ensure the student knows what they are to do to progress to the next level or the next grade.

- ◆ Study Club in the LRC or additional group intervention if required.
- ◆ Once yearly parents' evening.



Pastoral support:

- ◆ Welcome evening at the start of the year and celebration assemblies at the end of each term.
- ◆ Support to engage in the wider life of the school.
- ◆ Overview of positive and negative points, offering advice and guidance if behaviour becomes a cause for concern.
- ◆ Pastoral support including peer-mentoring support, if required.
- ◆ Referral to counselling & mentoring provision.
- ◆ Training of ARC, SEN, Learning & Inclusion teams as well as wider staff in all relevant types of SEN need and safeguarding procedures.
- ◆ Support in Year 11 for college cohort students.

Behaviour expectations:

- ◆ The school has a clear system of rewards and sanctions. All students, including those with EHC plans and those offered ARC places, have at least 50% of time in mainstream and are therefore mainstream students and are expected to comply with the school etiquette.
- ◆ Students who engage fully with the school ethos and expectations can gain positive conduct points. However where students fail to follow school systems effectively they will be issued with negative conduct points.