

Excel Learning Trust

Special educational needs (SEN) information report 2024-25

Approved by Trustees:	October2024
Version:	3.0
Review Timetable:	1 year
Renewal Date:	October 2025

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND (special educational needs and disability) policy. In other words, we want to show you how SEND support works in our schools.

If you want to know more about our arrangements for SEND, please see our Trust SEND policy. You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN do the schools provide for?

Our schools provide for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs coordinator, or SENCO

Our SENCO's are:

School	SENCO	Contact
York High	Jess Jackson	j.jackson@yorkhigh.elt.org.uk
Millthorpe	Merry Norman	m.norman@millthorpe.elt.org.uk
Knavesmire	Eleanor Gilligan	e.gilligan@knavesmire.elt.org.uk
Scarcroft	Carole Dickson	c.dickson@scarcroft.elt.org.uk
Carr Junior	Anna Morris	a.morris@carrjunior.elt.org.uk
Woodthorpe	Helen Elsworth	h.elsworth@woodthorpe.elt.org.uk
Inspire	Rickie Wilson	r.wilson@elt.org.uk

They are all qualified teachers and have all achieved or are working towards the National Award in Special Educational Needs Coordination.

Class/Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of Teaching Assistants, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision, including interventions, as stated in the appendices.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists.
- Educational psychologists.
- Occupational therapists.
- GPs or paediatricians.
- School nurses.
- Child and adolescent mental health services (CAMHS).
- Social services and other LA-provided support services.
- Voluntary sector organisations.

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher/form tutor. They will pass the message on to our SENCO, who will be in touch to discuss your concerns. You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are teachers of SEN and are equipped to identify any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they address the gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and SEN team, and will contact you to discuss the possibility that your child has SEN.

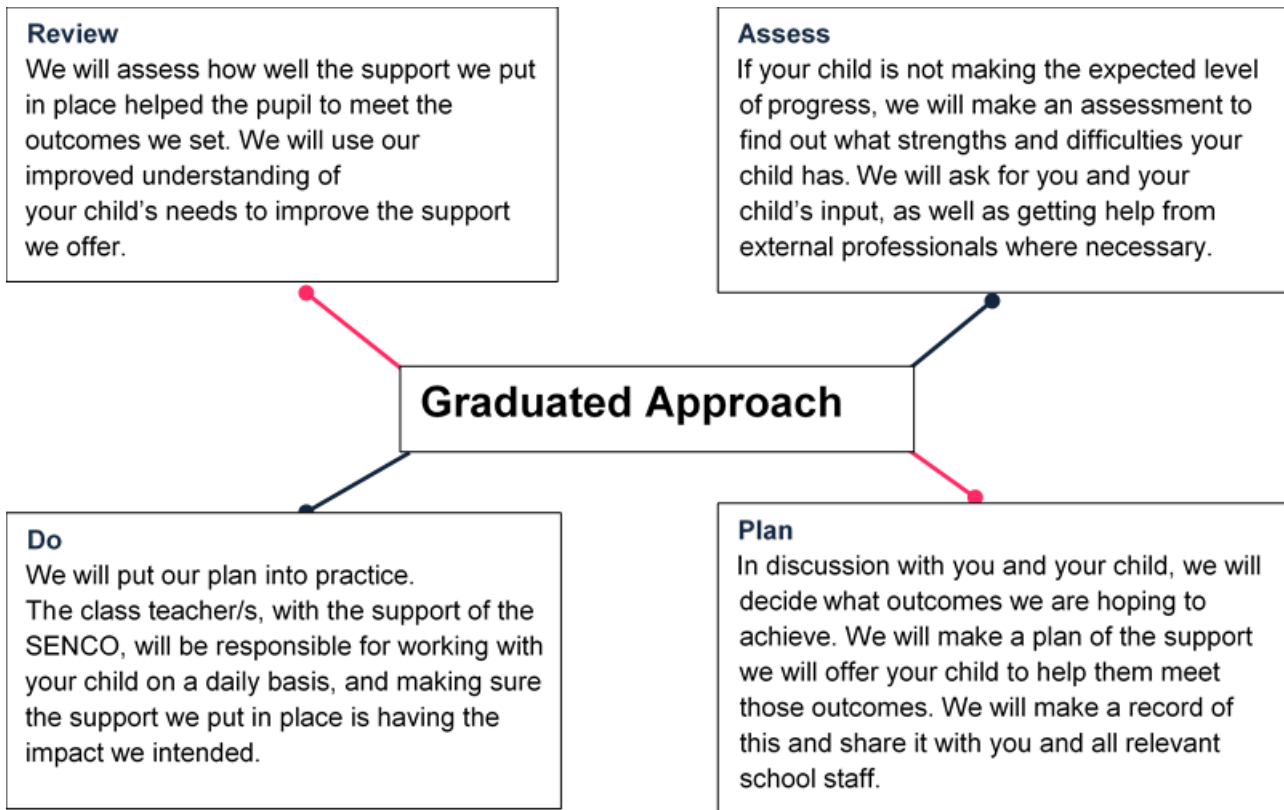
The SENCO/SEN team will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO and SEN team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO and SEN team will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. Your child's class teacher or key worker will meet you at a minimum of 3 times a year, to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher or SENCO.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Additional support in the classroom or in an intervention delivered by a teaching assistant

Please see a list of each school's interventions in the appendices. These interventions are part of our contribution to [York's local offer](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions after 6-12 weeks.
- Monitoring by the SENCO.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities.
- Additional SEN funding requests to the Local Authority
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will aim to make whatever reasonable adjustments are needed to make sure that they can be included.

12. How do the schools make sure the admissions process is fair for pupils with SEN or a disability?

Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process, in line with **Section 324 Education Act 1996** and **Section 43 Children and Families Act 2014**.

13. How do the schools support pupils with disabilities?

The following adaptations are made to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson; Adapting resources.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font;
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud;

British Values and SMSC (spiritual, moral, social and cultural) development are threaded throughout the curriculum and pupils are asked to reflect on their perspectives and beliefs and to consider those of others, through stimulating presentations regarding, for example, ethnicity, bullying and disability.

Please see the Trust's Accessibility policy, which describes how each school supports pupils with disabilities to access the curriculum.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- We have a Senior Mental Health Lead in each school who coordinates this support.
- We provide extra pastoral support for listening to the views of pupils with SEN.

- We offer nurture support for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the following year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule lessons with the incoming teacher towards the end of the summer term.

Between schools

When your child is moving on from one of our schools, we will share SEN provision that has been in place and the progress made with the new setting.

Between phases (for primary schools)

The SENCO's from the secondary schools will visit our primary schools for a meeting with the class teacher and/or SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently.
- Plugging any gaps in knowledge.

Between phases (for secondary schools)

The class teacher and/or SENCO meets with the secondary SENCO to discuss the needs of the incoming pupils.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up additional visits, where required to familiarise the pupils with their new school.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

School	Designated Teacher	Contact
York High	Jen O'Brien	j.obrien@yorkhigh.elt.org.uk
Millthorpe	Merry Norman	m.norman@millthorpe.elt.org.uk
Knavesmire	George Gardiner	g.gardiner@knavesmire.elt.org.uk
Scarcroft	Carole Dickson	c.dickson@scarcroft.elt.org.uk
Carr Junior	Anna Morris	a.morris@carrjunior.elt.org.uk
Woodthorpe	Helen Elsworth	h.elsworth@woodthorpe.elt.org.uk
Inspire	Rickie Wilson	r.wilson@.elt.org.uk

The Designated Teachers in each school will work with our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in each school should be made to the SENCO in the first instance. The school will try to resolve the complaint informally. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEN provision should be made to the Headteacher in line with the Trust's complaints policy. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that your school discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEN tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disabilitydiscrimination>

You can make a claim about alleged discrimination regarding:

- Admission.
- Exclusion.
- Provision of education and associated services.

- Making reasonable adjustments, including the provision of auxiliary aids and services.

Before going to a SEN tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. To find out about disagreement resolution and mediation services in our local area, please contact: <https://www.yorksendiass.org.uk/SENDIASSComplaint>

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at York's Local Offer website: <https://www.yorksend.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://www.yorksendiass.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.

Outcome – target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability.

SENCO – the special educational needs coordinator.

SEN – special educational needs.

SEND – special educational needs and disabilities.

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND.

SEN information report – a report that schools must publish on their website that explains how the school supports pupils with SEN.

SEN support – special educational provision which meets the needs of pupils with SEN.

Transition – when a pupil moves between years, phases, schools or institutions or life stages

APPENDIX – GRADUATED APPROACH

- A - Graduated Approach Scarcroft
- B - Graduated Approach Woodthorpe
- C - Graduated Approach Carr Junior
- D - Graduated Approach Knavesmire
- E - Graduated Approach York High
- F - Graduated Approach Millthorpe

APPENDIX A – SCARCROFT PRIMARY SCHOOL

SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Social, emotional & behavioural competencies profiles. Strengths and difficulties questionnaires. Boxall profiles. QBcheck (ADHD)	Social, emotional & behavioural Competencies profiles Strengths and difficulties questionnaires Boxall profiles Wellcomm	Salford Reading Test NESSY LUCID Rapid Working Memory Rating Scale Little Wandle Renaissance Reader Baseline	Sensory Audits
<u>Interventions</u>	Nurture team - in house (NEST) School wellbeing Worker School ELSA Enhanced Resource Provision (ERP) Zones of regulation Sensory circuits Sensory room Social stories	Nurture team - in house SALT Episode Care Plans Lego play Social speaking Time to talk Colourful semantics Zones of regulation Social stories Enhanced Resource Provision (ERP)	Nurture team - in house (NEST) Little Wandle Catch Up NTP Enhanced Resource Provision (ERP) Toe by Toe Word Wasp Hornet Precision Teaching Renaissance Reader	Nurture team - in house (NEST) Sensory Passport with bespoke strategies Specialist Teaching Team advice (VI/HI)
<u>Agency Referrals</u> <u>York Local Offer</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> Occupational therapy via GP

Other: English as an additional Language Virtual School Refugee Support Bell Foundation				
Quality Marks gained or working towards:	Inclusion Quality Mark			

APPENDIX B – WOODTHORPE PRIMARY SCHOOL				
SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S&P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Social, emotional & behavioural competencies profiles. Strengths and difficulties questionnaires.	Social, emotional & behavioural competencies profiles Strengths and difficulties questionnaires WellComm	Little Wandle British Picture Vocabulary Scale YARC Accelerated Reader Working Memory Rating Scale GL assessment	Sensory Audits

<p><u>Interventions</u></p>	<p>ELSA based interventions - emotions, social skills School wellbeing worker Lego Zone, based on principles of Lego therapy Sensory circuits (in infancy) Sensory room The Nest Zones of regulation Social Stories Emotional Regulation Circle of Friends Understanding Anger Anxiety Restorative Practices Resilience and Wellbeing Managing challenging behaviour</p>	<p>Lego Zone, based on principles of Lego therapy Socially speaking Sensory circuits (in infancy) Time to Talk Colourful semantics SaLT, as directed by the SaLT service Sensory room Social stories The Nest</p>	<p>Little Wandle Precision Teaching</p>	<p>Sensory Passport with bespoke strategies</p>
<p>Agency Referrals <u>York Local Offer</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> Occupational therapy</p>
<p>Other: English as an additional Language Virtual School Refugee Support Bell Foundation</p>				
<p>Quality Marks gained or working towards:</p>	<p>Inclusion Quality Mark gained as Centre of Excellence</p>			

APPENDIX C – CARR JUNIOR SCHOOL

SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Social, emotional & behavioural competencies profiles. Strengths and difficulties questionnaires. Boxall QBcheck	Social, emotional & behavioural Competencies profiles Strengths and difficulties questionnaires	British Picture Vocabulary Scale YARC GL assessment Working Memory Rating Scale	Sensory Audits
<u>Interventions</u>	ELSA based interventions - emotions, social skills School wellbeing worker School ELSA Structured play support Lunchtime provisions Sensory room Zones of Regulation Sparks	Structured play support Lunchtime provisions Sensory room Colourful semantics SaLT, as directed by the SaLT service Social stories Socially Speaking Lego Group	Number Sense/Ready to Progress Reading Revival Little Wandle Phonics	Sensory Passport with bespoke strategies
<u>Agency Referrals</u> <u>York Local Offer</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> Occupational therapy

Other: English as an additional Language Virtual School Refugee Support Bell Foundation				
Quality Marks gained or working towards:	Inclusion Quality Mark			

	APPENDIX D – KNAVESMIRE PRIMARY SCHOOL			
SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Boxall QBcheck	Strengths and Difficulties Questionnaire Wellcomm	• GL assessment	Sensory Audits
<u>Interventions</u>	Wellbeing Worker Pupil mentor time School House Sensory room Lunchtime Sunflower Room	Zones of regulation Lunchtime Sunflower Room School House Sensory room Social stories	Daily Reading Little Wandle Phonics Clicker	Sensory breaks Sensor room Sensory Passport with bespoke strategies

Agency Referrals <u>York Local Offer</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>
Other: English as an additional Language Virtual School Refugee Support Bell Foundation				
Quality Marks gained or working towards:	Inclusion Quality Mark gained as Centre of Excellence			

APPENDIX E – YORK HIGH SCHOOL

SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN</u> <u>Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Boxall profile QB Check - ADHD	Speech Link	TOWRE-2 Salford Reading Test YARC Basic numbers screening Dyslexia screening	Sensory Audits

<u>Interventions</u>	Social Skills Sensory room Transition group Zones of Regulation Inspire Social Stories Emotional Regulation Lego Therapy Circle of Friends Understanding Anger Anxiety Restorative Practices Resilience and Wellbeing Managing challenging behaviour	Lego group ASC champion Supported social club at lunchtime Speech link Social stories	Reading Plus Toe by Toe Power of 2 Read, Write Inc Fresh start Phonics Entry level Maths Small group Catch up English and numeracy interventions	Sensory Passport with bespoke strategies
Agency Referrals <u>York Local Offer</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>
Other: English as an additional Language Virtual School Refugee Support Bell Foundation				
Quality Marks gained or working towards:	Working towards the ADHD Friendly Award and Inclusion Quality Mark			

APPENDIX F – MILLTHORPE SCHOOL

SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	Autism Banding <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Boxall QB check	Strengths and Difficulties Questionnaire	YARC - comprehension Dyscalculia screener CTOPP NGRT (year 7) Dyslexia portfolio screener BPVS – receptive vocabulary CATS – year 7 Single word spelling test Access reading test Diagnostic reading assessment IDL single word reading test WIAT – reading. Language, numeracy	Sensory Audit
<u>Interventions</u>	Zone of regulation Social skills Be awesome .. go big Dare to be different - PiXLchange makers PiXL build up Start learning modules Emotional Baggage Inspire Social Stories Emotional Regulation Lego Therapy Circle of Friends Understanding Anger Anxiety Restorative Practices	Autism Champion Group sessions Social Stories	That Reading Thing-age appropriate phonic based intervention IDL - computer based intervention Reading and spelling Spelling tutor.com - Computer based spelling (and reading and grammar) intervention Primary spelling expectation aligned Bespoke (phonics based) reading intervention based on student's interests Fresh Start Phonics Lexia - Computer based literacy intervention	Sensory Passport with bespoke strategies

	Resilience and Wellbeing Managing challenging behaviour Behaviour Modification		Times Table rockstars- computer based times table intervention • Catch Up Literacy - reading and spelling intervention Catch Up Numeracy - numeracy intervention Spellzone spelling intervention-computer based	
Agency Referrals <u>York Local Offer</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>	<u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u>
Other: <u>English as an additional Language</u> <u>Virtual School</u> <u>Refugee Support</u> <u>Bell Foundation</u>				
Quality Marks gained or working towards:	Inclusion Quality Mark gained as Centre of Excellence			

APPENDIX F – INSPIRE

SEN Area of Need	Social, Emotional and Mental Health (SEMH)	Communication and Interaction (C&I)	Cognition and Learning (C&L)	Sensory and/or Physical (S and P)
Universal Approach	<u>Banding</u>	<u>Autism Banding</u> <u>SLCN Banding</u>	<u>Banding</u>	<u>Physical Banding</u>
<u>Assessments</u>	Boxall QB check	Strengths and Difficulties Questionnaire	New Group Reading Test GL Dyslexia Screener	Sensory Audit
<u>Interventions</u>	Zone of regulation Social stories Emotional Regulation Lego Therapy Circle of Friends Understanding Anger Anxiety Restorative Practices Resilience and Wellbeing Managing challenging behaviour Inspire Youth	Social Stories Lego Therapy Anxiety Zones of Regulation	Fresh Start Phonics Precision Teaching Reading plus	Sensory Passport with bespoke strategies

<p>Agency Referrals</p> <p><u>York Local Offer</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>CAMHS</u> <u>Early Help</u> <u>ADHD Foundation</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>Autism services</u> <u>SALT</u> <u>Autism Education Trust</u> <u>ADHD Foundation</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u></p>	<p><u>Specialist Teaching Team and The Learning Support Hub</u> <u>Educational Psychologist</u> <u>ADHD Foundation</u></p>
<p>Other: English as an additional Language Virtual School Refugee Support Bell Foundation</p>				
<p>Quality Marks gained or working towards:</p>	<p>Inclusion Quality Mark</p>			

Intervention and Assessment Key:

Area of Need	Assessments	Interventions
Sensory and/or Physical	Sensory Audit	Sensory Passport with bespoke strategies Sensory breaks
Social, Emotional and Mental Health	Boxall Strengths and Difficulties Questionnaire QB check	Zone of regulation Starving the anger gremlin Starving the anxiety gremlin PiXL build up ELSA Nurture Provision Lego therapy Sensory circuits Inspire - Trust KS3 and KS4 provision
Communication and Interaction	Speech Link Strengths and Difficulties Questionnaire Wellcomm	Speech Link Autism Champion Colourful semantics Socially speaking Social Stories
Cognition and Learning	Little Wandle British Picture Vocabulary Scale Accelerated Reader Working Memory Rating Scale GL assessment YARC - comprehension CTOPP NGRT Dyslexia portfolio screener BPVS – receptive vocabulary CATS Access reading test Diagnostic reading assessment NESSY LUCID Rapid Working Memory Rating Scale GL assessment dyscalculia TOMAL-2 IDL single word reading test WIAT – reading. Language, numeracy	Little Wandle Catch Up Toe by Toe Fresh Start Phonics Lexia Precision Teaching Number Sense/Ready to Progress Reading Revival Clicker IDL Literacy Intervention That Reading Thing-age appropriate phonic based intervention Spelling tutor.com - Computer based spelling (and reading and grammar) intervention