Bourne Community College Special Educational Needs Department

We work to support students overcome their individual barriers to learning

Our values
- **All students are able to succeed**
- **All students have the right to an education that meets their needs**
- **All students are entitled to the appropriate support in the classroom that enables them to make progress**
- **Where necessary, students will have access to high quality, evidence-based intervention, but this cannot replace high quality teaching in the classroom**

1. **Curriculum Intent statement**: We use evidence-based interventions to help support the work of staff across the school. Our interventions are based on the data from our internal testing and for literacy, students follow an appropriate programme based on their need. For example, where a student struggles with word decoding, they follow a programme to support their ability to use phonics. However, if a student is able to decode within the 'average' range, the focus becomes one of comprehension. Additionally, we offer spelling support for students whose reading is at least 'average, but whose spelling is not at the equivalent level.
Our support for speech, language and communication needs (SLCN) are based on advice from SALT team, either directly for an individual student or as general advice for supporting SLCN either in the classroom or in targeted sessions.
In general, where students require additional intervention in year 7, they are withdrawn from a subject area for half a term and the data is then analysed and, if enough progress has been made, the student returns to the lessons. If further intervention is required, the student remains in the intervention. If by year 8, it is felt that further intervention is required, the possibility of withdrawing students from their Modern Foreign Language on a permanent basis is considered. This is discussed with the student, parents or carers and the Curriculum Leader for Modern Foreign Languages before the decision is made.

2. **Use of data:** We use information from our feeder schools, alongside our own internal testing data to identify students who may have special educational needs. We carry out CAT4 tests and use a dyslexia screening tool for all year 7 students and where these identify possible areas of difficulty, other tests are used to inform our provision. The SEN support llist is reviewed termly by the SENCO and staff are able to refer students at any time using a referral form, having followed the 'assess, plan, do review' process.
Where students have interventions outside lessons, there is half termly assessment, using standardised tests where they are available.   This data is monitored and used to decide whether an intervention is still required or if changes are needed.
The termly progress data is also monitored by the SENCO and used to plan where appropriate.

3. **Cultural capital** Students are encouraged to take part in the wider life of the school, including student movement, sporting clubs, the performing arts and STEAM events. During termly meetings with students and parents or carers,

this is always discussed and targets often set to encourage this. Students are always involved in the recruitment process for learning support assistants, both by conducting tours and as part of a student interview panel. Students on the SEN support list have equal access to all school trips and staffing is provided where necessary. We have a draft framework to enable us to be consistent in our approach on deciding which students are given different levels of support. This framework is under constant review, with a view to making it a whole school approach in the future.