**SEN – RANGE OF STUDENTS AND SUPPORT OFFERED**

**Ounsdale**

At Ounsdale we work with pupils with a range of special educational needs and barriers to learning, including:

* Moderate learning needs (low literacy / numeracy skills)
* Specific learning difficulties (dyslexia, dyspraxia)
* Autism Spectrum Condition and sensory needs
* Social, emotional and mental health needs (including ADHD, challenging behaviours)
* Physical and medical needs (including hearing impairment, ongoing health conditions)
* Challenging family circumstances (including low income, looked after children)

The type of support we offer includes:

* Additional support within mainstream lessons
* One to one support to address specific areas of weakness
* Targeted support to address underachievement
* Small group teaching to develop key skill areas
* Small group and one to one programmes to support friendship, communication and listening skills
* Counselling, advice and guidance
* Keyworkers to liaise with pupil, teachers and parents
* Academic mentors to support achievement and progress
* Exam support
* Assistive technology (such as word processors)
* Homework clubs
* Social clubs

**Schleusingen**

We do not have special classes for SEN students.  
 At our school

* we have a girl in the 7th form who has difficulties in hearing
* a boy who has auditive problems, a kind of auditory processing disorder.
* There are some students with weakness in reading and writing
* there are quite a lot of students with an attention deficit hyperactivity disorder.
* We teach also students with diabetes or pupils with psychological problems especially when their parents get divorced.
* At our school we have some foreigners. They come from Italy, Poland, Syria, Ukraine and Vietnam.

We do not have a special training but as a teacher we do our best to support each student depending on its individual way of learning. It is important to integrate students, especially those with problems. Students with weakness in reading and writing get more time for working and students from foreign countries get help in learning German as a second language.

**Liedon Keskuskoulu**

Our SEN students

* low ability students
* specific learning difficulties
* behavioral issues
* chronic health conditions
* physical and mental issues
* social issues
* language barrier

Our support

* giving enough time for student’s special needs
* active co-operation between school and home
* support during the normal lessons (e.g. differentiation, teacher assistants)
* remedial teaching after schooldays
* assistive technology (audio books, easy-reader books, IT)
* oral tests
* homework club
* part-time special needs education in one subject (short term / long term)
* one set group of students with diverse issues (one SEN teacher, different approach to subjects)
* one special class for students with social/behavioral problems (one SEN teacher, normal curriculum)
* individual learning plan (one subject), individual educational plan (some or all subjects)
* student welfare group (inc. SEN teachers, school nurse, school social worker, school psychologist) meets every week to discuss concerns about students

**Pershore High School**

At Pershore High School we support and work with students with a range of needs that may be an obstacle to their learning and impede them from accessing the curriculum such as:

* ASD and sensory issues
* Specific learning difficulties – dyslexia, dyspraxia and dyscalculia
* Moderate learning difficulties – low levels of literacy and numeracy
* Physical and medical needs – short term such as an injury or a longer term chronic condition.
* Social emotional and mental health issues
* Challenging behaviours
* ADHD
* Hearing and sight impairment.
* Difficult family circumstances including low income, dysfunctional families and looked after children

**Mainstream Autism Base**

Within the Base we are lucky enough to be able to offer a limited number of students a safe place for them to socialise and either relax or work in a quiet and familiar atmosphere. Most of them have a reduced timetable but the amount of time that they are in the Base depends on the individual student’s needs.

**Hampton Centre**

The Hampton Centre takes students with a variety of additional needs.

The kind of support on offer

* One to one support to address specific areas of weakness.
* Additional support within main stream lessons.
* Small group work – workshops (anger management, social skills etc.)
* Smaller teaching groups for the weaker students
* English lessons for students whose first language is not English
* Support aimed at specific areas of weakness and pre-learning subject vocabulary
* Peer and academic and pastoral mentors
* Revision workshops and exam support
* Technological help – word processors , Alpha Smarts and iPads.
* Social clubs
* Homework clubs
* Pastoral drop in centres

**Köping**

In Sweden we work with pupils which have….

* ADHD
* Anxiety
* Disabilities
* Blindness
* Concentration problems
* Social problems
* School absenteeism
* Reduced working memory
* Reading and writing difficulties

Our type of support

* Own room, special klassroom with just a few pupils
* Special educated teacher
* More breaks, short lessons
* Special custom made schedule
* An own computer with a magnifying glass
* Texts are available in audiobooks
* Regurlary conversations with the school curator
* Tight contact with the parents
* Mind maps
* Fixed structures
* Restrooms for the pupils with a timeout zone
* Support person for the pupils
* Art education against aggression
* Listen to quiet music during own work
* More physical activity breaks