

Whole school Special Needs Report- Autumn Term 2017

Produced by SENDCo

Reception SEND Evaluation

Reception
<ul style="list-style-type: none">• 2 SEND children• 11 children at cause for concern with Speech and Language needs with another 3 children being monitored.• 8 girls• 5 boys• 0 Pupil Premium• 4 EAL• Multi agency plan- 2• EHCP-0• 5 child with THRIVE support or support for social and emotional needs.
<p>What happens to support these children?</p> <ul style="list-style-type: none">• Focused speech and language support.• Phonics groups.• Fine motor support and Name writing daily• Additional Thrive support for 2 children• Daily physical development outside targeted at specific needs for a target group of boys.• Fun Fit
<p>Where this has worked well:</p> <p>Child A was identified early as having Speech and Language needs in the nursery. This led to Nursery Plus support for the child. She was tracked and monitored through Nursery Plus reports and a multiagency plan. Work with the DAF plan led to good family engagement and a well-supported transition to Reception. In the Reception class this child has settled and made friends well. She presents as working age appropriately and has completed her baseline assessments well.</p>
<p>What next:</p> <ul style="list-style-type: none">• Speech and Language groups.• Referrals to Speech and Language Therapy service where needed.

Year 1 and 2 SEND

Year1 and 2 SEND Evaluation

Year 1	Year 2
<ul style="list-style-type: none">• 3 SEND children• 1 boy and 2 girls• Multiagency plan-1• EHCP-0• Pupil Premium-75• EAL-2• THRIVE- 7	<ul style="list-style-type: none">• 14 SEND children• 9 boys/6 girls• 5 children are SEN and pupil premium• 3 children are gifted and talented• 3 children are in the speech and language centre• Multiagency plan- 8• Statement-1• EHCP-1• Pupil Premium- 10

	<ul style="list-style-type: none"> EAL-1 THRIVE-4
What happens to support these children?	
Effective Interventions: <ul style="list-style-type: none"> Daily 1:1 Speech & language support Small handwriting/letter formation groups Small group teaching sessions during phonics led by TAs Sequencing activities daily. Matching activities Weekly THRIVE groups Fun fit sessions run daily Take 10 sessions run daily 1 to 1 OT work. 	Other Effective Strategies: <ul style="list-style-type: none"> Weekly Thrive groups to support children to include activities such as cooking. Weekly cooking. Pre teaching vocabulary. Post adoption drama therapy. Forest School/Outdoor Learning Team work and talking groups.
Where this has worked well: Child T has a multiagency plan which has supported him into year 1. We are supporting him with keyworker support with TA and student TA staff and TTHRIVE support around being needs. We are continuing to complete cognitive and emotional assessments with a view to gathering evidence for a possible EHCP request for this child.	
Impact on children It is too soon to make definitive judgements on progress as yet but children have settled into year 1 and year 2 well and children with keyworkers and more complex needs are making good relationships with keyworkers.	
What next? <ul style="list-style-type: none"> To work as a team to develop additional support programmes as needs emerge and identified. 	

Year 3 and 4 SEND

Year 3 and 4 SEND Evaluation

Year 3	Year 4
<ul style="list-style-type: none"> 19 SEND children EAL- 3 14 boys and 5 girls. 2 children are gifted and talented. 6 children are SEN and Pupil Premium SLC- 4 Multiagency plan-10 Statement-1 EHCP-1 THRIVE-12 Pupil Premium-8 	<ul style="list-style-type: none"> 6 SEND children EAL- 0 5 boys and 1 girl. 1 child are gifted and talented. 4 children are SEN and Pupil Premium Multiagency plan-1 Statement-0 EHCP-0 THRIVE- 0 Pupil Premium-9
Effective Interventions: <ul style="list-style-type: none"> 1 to 1 reading daily TRUGS Daily Take 10 Toe by Toe SPLD programme Fun Fit weekly Phonics Year 3 reading comprehension group 	Other Effective Strategies: <ul style="list-style-type: none"> Writing conferencing Focused maths support Scribing/prompts THRIVE groups and one to one time. Use of communicate in print to make resources in words and symbols.

<ul style="list-style-type: none"> Year 4 reading comprehension group 	<ul style="list-style-type: none"> Use of visual aids and concrete items to teach concepts. Junior Language Link and resources to screen and support speech and language needs. Verbal feedback and response to marking time.
<p align="center">Where this has worked well:</p> <p>Child Q is supported by a multiagency plan formerly known as a DAF. He has a differentiated curriculum to meet his needs in a 1:3 ration group with a keyworker. He has settled into year 3 well and is building friendships with other children in the class and is working hard in all lessons.</p>	
<p align="center">Impact on children: This year we are seeing</p> <ul style="list-style-type: none"> This year we are seeing progress for all children through multiagency plan reviews and IEP rag rated reviews. 	
<p>What Next? To work as a team to develop additional support programmes as needs emerge and identified.</p>	

Year 5 and 6 SEND

Year 5 and 6 SEND Evaluation

Year 5	Year 6
<ul style="list-style-type: none"> 18 SEN children EAL- 0 16 girls and 2 boys Gifted and talented- 0 9 children SEN and Pupil Premium Multiagency plan-3 STAT- 0 EHCP- 2 pending as being converted from statements. THRIVE- 9 Pupil Premium- 13 	<ul style="list-style-type: none"> 16 SEN children EAL- 0 9 girls and 7 boys Gifted and talented- 0 8 children SEN and Pupil Premium Multiagency Plan- 2 STAT-0 EHCP- 1 THRIVE- 5 Pupil Premium- 17
What happens to support these children?	
<p>Effective Interventions:</p> <ul style="list-style-type: none"> 1 to 1 reading daily Thrive PITT STOP THRIVE 1 to 1 and small group work SPLD groups High frequency words and phonics groups Outdoor learning group for boys with CM. Fun Fit Maths intervention groups Toe by Toe Social and emotional support / meet and greet Active booster classes Core skills for maths Yr 6 maths group with TJ/LY for SEND and LA children. 	<p>Other Effective Strategies:</p> <ul style="list-style-type: none"> Targeting TA's to reading and maths support Daily grammar and phonics Daily mental arithmetic. Key skills on a Friday. Handwriting groups Daily fluency and reasoning focus in maths Pre-teaching of vocabulary and key skills in English.

<p style="text-align: center;">Where this has worked well:</p> <p>Child H has an IEP and has a diagnosis of dyslexia. We have had success working with this child so that they are working within age related expectations using a range of dyslexia friendly adjustments and good classroom practice such as:</p> <ul style="list-style-type: none"> • Buff paper • 1.5 spacing • Yellow on blue board slides • Write on a line and skips a line • Toe by Toe programme • Success criteria • Communicate in print resources • Dyslexia dictionaries • Dyslexia reading books from the school library service • Concentration resources • Firm routines and timetables • Simplified texts • Alternative recording 	
<p style="text-align: center;">Impact on children</p> <ul style="list-style-type: none"> • We can see the confidence of children growing in small group intervention work which can then be seen back in whole class settings as children demonstrate their learning in maths. • Social and emotional needs are being met which means that children are now fit to learn. • Curriculum enrichment balances the high levels of intervention for these children in English and Maths and maintains high levels of engagement with learning. 	
<p>What Next?</p> <ul style="list-style-type: none"> • The work that has already bene started in year 5 and 6 will continue to develop around the ends of the children which have been identified from progress data. • In the Spring Term we will be grouping children together in small intervention groups and classes in single year groups will allow a focused on core skills and addressing misconceptions using a higher adult to child ratio. • Writing groups have also been identified to focus on core skills for SEND children. • Staff will be deployed to small intervention groups of 1 to 6 or high needs groups of 1 to 2. • Small group maths sessions will continue to develop key skills and confidence skills for year 6 SEND and lower ability children. 	