

**SEND Update**

<b>SEN Support</b>	<b>EHCP</b>
15 Students	3 Students
12.5%	2.5%
Below National Average (14.6%)	Below National Average (2.9%)

<b>Primary Need</b>	<b>Total</b>
Autistic Spectrum Disorder	1
Hearing Impairment	1
Moderate Learning Difficulty	8
Specific Learning Difficulty	1
Social, Emotional and Mental Health	5
Speech, Language or Communication Need	2

**Practice:**

Transition - information gathered through transition visits and meetings with SENCOs of our Feeder schools. The letters for next year's transition are going out this week. Attended EHCP Annual Review Meetings prior to the students joining us.

This information, along with assessment information and SATS scores has informed whether students are on our SEND register.

All students sat the NGRT and NGST Reading and Spelling Age tests in October - this information is recorded on SIMS and shared with Staff. Updated scores for children who have had literacy based information have been completed during Summer Term 2.

If staff or parents have concerns regarding students who are not currently on the SEND Register then their most recent assessment results will be looked at, along with a book look and round robin to plan the next steps for that student. We can complete initial assessments to identify gaps using the LUCID and LASS testing.

**Lucid LASS assesses:**

- Visual memory
- Auditory-verbal memory

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- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence reading
- Spelling
- Reasoning

I have met with a number of external agencies who we can access additional support through. We have not currently bought in to any SLAs but we are able to purchase assessments individually should we require it. We have completed one referral to the Support For Learning team at Bracknell Forest. We have secured support from the Sensory Consortium to support our SEND students who are HI and SALT.

I have attended a SIMS training day for SEND. I have also attended a KGA school in Portsmouth to work with their SENCO in order to support me with EYFS and KS1 knowledge within a SEND context.

All SEND students have had meetings with their parents and myself to discuss their needs and additional support.

Students have contributed to their One Page Profiles which are attached to their profiles on SIMs.

One Page Profiles contain the following information:

- Things which are most important to the students
- Things they enjoy
- Strengths
- Things they need support with
- Interventions they are currently working on
- Teaching strategies and support methods
- Important information about SEND
- What they would like to do in the future.
- Current targets

All EHCP students have had short term targets set linked directly to their EHCPs which are reviewed on a termly basis. We have completed two Annual Reviews thus far, the other is due in September as the EHCP was only finalised in October 2019

### **Three Waves of Intervention in teaching.**

Wave 1: High quality first teaching. The majority of student's needs will be met through targeted and differentiated teaching.

Focus is on Quality First Teaching and differentiation within Mixed Ability classes.

Differentiation teaching strategies and resources, seating plans to maximise learning potential, differentiated lesson plans, personalised and detailed feedback, whole staff CPD,

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flexible teaching arrangements, reasonable adjustments made every day. Focus on being fully inclusive, do not want to remove students from mainstream curriculum for additional intervention. Have worked with staff on strategies and support for specific students in a twilight workshop that I facilitated with a focus on ADHD support for a range of our students.

Wave 2: this describes targeted small group intervention in order to ensure that students are able to progress and keep up/catch up with their peers. Further differentiation of tasks which may include additional specific modifications for individuals, small group literacy support - Fresh Start - Language for Thinking, Reading Comprehension catch up, Numeracy PDP. Working with external agency for whole school advice for HA students as an example.

Wave 3: this is intervention for when Wave 1 high quality first teaching and Wave 2 interventions have not been enough. This is a more intensive approach involving more individual support or specialist expertise. 1-1 bespoke programmes based on specific learning difficulties, personalised provision based on EHCP. Personalised care as detailed by doctors or other professionals. Working with other external agencies, such as Educational Psychology, Speech and Language Therapy, Learning and Language Support, CAMHS, Berkshire Sensory Consortium, ASSC (Autism support)

**Current Interventions:**

<b>Intervention</b>	<b>Frequency</b>	<b>Student Numbers</b>	<b>Further Information</b>
Language for Thinking - supporting students with their verbal reasoning skills.  As part of these sessions students are looking at general learning vocabulary across the curriculum.	2 x 25 minutes per week	7	Impact to be assessed in Summer Exams in terms of progress in all subjects
Fresh Start - Read Write Inc A phonics based programme to support those with the lowest levels of literacy.	1 hour per week Withdrawal from French in agreement with HOF and Parents. They have remained in Spanish.	5 (small group) 1 (1-1)	An average of 15 months progress in 9 months in terms of Reading Age. An average of 9.2 months progress in terms of Spelling Age
Wellbeing Mentoring	2 x 15 minutes per week	2	Students report feeling happier and

			that they value these sessions.
Wellbeing support with FSA	Length and frequency will vary according to need.	Variable dependent on current need and frequency required	PA students now attending school regularly since regular meetings and support with CFSA
Wellbeing drop in-runs twice per week in the mornings	2 x 30 mins 8:15am -8:45am	Varies according to need.	Student Council report that these sessions are valued
In Class LSA Support	97 Hours per fortnight	Varies from lesson to lesson. EHCP students have support in all EBAC subjects as well as support in other subjects if they require it.	
PDP Numeracy Intervention	3 hours per fortnight	Autumn Term 2 4 SEND Students Spring Term 3 SEND Students Summer Term 2 SEND Students	Student attainment and progress in Maths to be assessed following Maths exams at the end of the year.
PDP Reading Comprehension and Inference Intervention	3 hours per fortnight	Autumn Term 2 7 SEND Students Spring Term 7 SEND Students Summer Term 5 SEND Students	Reading Age analysis
LSA Run Homework Support	3 nights per week 3:05pm - 4:00pm	Varies dependent on need.	
Pre-teaching vocabulary	One tutor time per week	10 SEND students - focusing on key vocabulary for the term in subjects across the curriculum. Key words provided by Heads of Faculty.	Progress and Attainment in Humanities and Science as this has been the area of focus, following exam weeks
Maths skills focusing on multiplication	One tutor time per week	8 SEND students focusing on basic multiplication skills	Student attainment and progress in Maths to be

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		and repetition to ensure retention of knowledge.	assessed following Maths exams at the end of the year.
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Key Priorities moving forwards.