

# SEN Report to Governors January 2018

Currently there are 15 pupils on the SEN Register. 2 children have an EHCP, 8 children have involvement of an external agency or specialist and the rest receive school based support. There are 6 children who have speech, language & communication needs with only 2 of these accessing a S&L therapist.

SEN and Vulnerability status information specific to individuals is shared between teachers during a dedicated staff meeting in July. In addition procedures are in place to ensure that pupil progress is monitored regularly.

## Key Stage 1 Cohort

5 children in year 1 and 2 are currently on the SEN register, 3 with moderate learning difficulties who have all been seen regularly by the Educational Psychologist but we are not able to apply for funding to support these children as the funding thresholds are so high. 1 child has an educational health care plan for Autism and the other has been assessed for Autism but has not got a diagnosis and does not receive any funding.

5 children are 2 steps or more below their age related expectation therefore they are receiving either Wave 2 or Wave 3 support for maths, reading or writing. (See Appendix B)

## Reception

5 children are on the SEN register, 1 child has an education health care plan for Autism. The other 3 are all under the same heading of speech, language and communication. 1 other child has been being seen by Occupational Health for mobility issues.

Every child has a baseline assessed on entry to Reception.

Each child has specific targets and interventions are put in place to meet their individual needs.

## Nursery

In nursery there are 3 children on the SEN register all for speech language and communication. There is 1 pre-Nursery child who is being seen by speech therapist and Paediatrician and has now been referred to the special advisory teacher for early years.

## Pupil Progress Cycle

Date	Action	Evidence
September	Base line assessment carried out in Reception and Year 1 Class teachers meet with AT to put in place Autumn interventions	<ul style="list-style-type: none"> <li>• Summer Intervention analysis</li> <li>• Progress of groups data</li> <li>• In class baseline outcomes</li> </ul>
	Targets are recorded in literacy and numeracy books.	<ul style="list-style-type: none"> <li>• Baseline outcomes</li> <li>• Work from last year's books</li> </ul>
End of November	Class teachers meet with Headteacher to share pupil progress outcomes and decide on interventions, approaches and support needed to ensure appropriate progress	<ul style="list-style-type: none"> <li>• Progress analysis</li> <li>• Work in books</li> <li>• Learning Talks</li> <li>• Teacher knowledge</li> </ul>

January	<p>Assessments take place - Interventions and progress of groups are analysed and findings discussed with staff.          New interventions/approaches are put in place.          Successful interventions, where progress has been accelerated, are continued.          Literacy and Numeracy targets are reviewed and new targets set</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> <li>• Work in books</li> <li>• Teacher assessment</li> </ul>
March	<p>Progress is shared with parents at Parents Meetings          Assessments take place          Interventions and progress of groups are analysed and findings discussed with staff.          Successful interventions, where progress has been accelerated, are continued.          New interventions/approaches are put in place where needed.</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> </ul>
	<p>Class teachers meet with HT and DH to share pupil progress outcomes and decide on interventions, approaches and support needed to ensure appropriate progress.</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Work in books</li> <li>• Learning Talks</li> <li>• Teacher knowledge</li> </ul>
April	<p>Progress is shared with parents at parents meetings</p>	<ul style="list-style-type: none"> <li>• Work in books</li> <li>• Teacher assessment</li> </ul>
	<p>Literacy and Numeracy targets are reviewed and new targets set</p>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy targets are reviewed</li> <li>• Child self- assessment</li> </ul>
June	<p>Assessments take place          Interventions and progress of groups are analysed and reported to new class teachers</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Feedback from TAs</li> <li>• Feedback from staff</li> </ul>
July	<p>Handover meetings take place to ensure academic, social and pastoral needs are shared.          Written reports and end of year standards are shared with parents</p>	<ul style="list-style-type: none"> <li>• Work in books</li> <li>• Teacher assessment</li> </ul>

## Guidelines for Intervention St. Michael's Nursery and Infants School

Provision for effective literacy and mathematics learning and teaching can be described in terms of three "waves" of intervention.

## Wave 1 Intervention

- ❖ Quality first teaching
- ❖ Effective whole school policies and frameworks
- ❖ Effective inclusion of all children in a daily, high quality literacy and mathematics lesson.

*Wave 1 Strategies at St. Michael's would include:*

1. Effective differentiation / Success Criteria and clear LOs
2. Chance to repeat an LO improve (especially in writing)
3. Effective targets in books and work marked to targets
4. Peer and self - assessment
5. Use of Power of Reading texts
6. Purposeful learning – real life context, cross curricular focus
7. Regular Guided Reading
8. Purple mash activities
9. Mastery Maths
10. Targeted Homework
11. Talk for Writing

## Wave 2 Intervention

- ❖ Wave 2 interventions are supplementary to quality first teaching.
- ❖ Catch up small group intervention
- ❖ Additional time-limited provision, in the form of small-group intervention (4-6 children), to accelerate progress and enable children to work at age - related expectations.

*Wave 2 Strategies at St. Michael's would include:*

Maths: Springboard, Use of TA to provide extra support to individual children, Overcoming Barriers

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Nurture group

Writing: ELS- Y1/2 Booster, Assertive Mentoring Writing Resources, Extra Phonics

Reading: Home/School Links developed, In class incentive schemes - reading challenges, book swaps, book of

the week/ recommended authors

## Wave Three Intervention

- ❖ Individualised support
- ❖ Additional provision, in the form of very small-group intervention (1- 3), to accelerate progress and enable children to make accelerated progress.
- ❖ Short term, focused interventions with a planned staged structure to ensure children do not become dependent on adult support.

*When is the use of Wave 3 intervention appropriate?*

- Not all children with special educational needs will require Wave 3 provision (eg pupils with Social Emotional Behavioural difficulties who are working at age-related expectations or where Wave 2 provision would be more appropriate).
- Wave 3 literacy intervention may/may not be appropriate for children with complex special educational needs who, for example, could be working within the P scales throughout their primary education. Discussion with external professionals will support decision making in such instances. High quality Wave 1 literacy provision will be appropriate.
- Low-attaining pupils who do not have special educational needs (such as traveller, gypsy-roma, looked after children) may benefit from Wave 2 and/or Wave 3 provision.

NB Wave 1 quality first teaching is essential for all children regardless of the use of other interventions and provision. Children will not make accelerated progress through the use of Wave 3 intervention only

*Wave 3 Strategies at St. Michael's would include:*

Maths: supporting children with gaps in their mathematical understanding, springboard in year 1 and 2, precision teaching – 5 minutes a day, use of Numicon, maths recovery

Writing: extra spelling, writing practice, 1:1 intervention activities with targeted support, extra phonics

Reading: early comprehension activities, reading intervention, extra reading activities.