

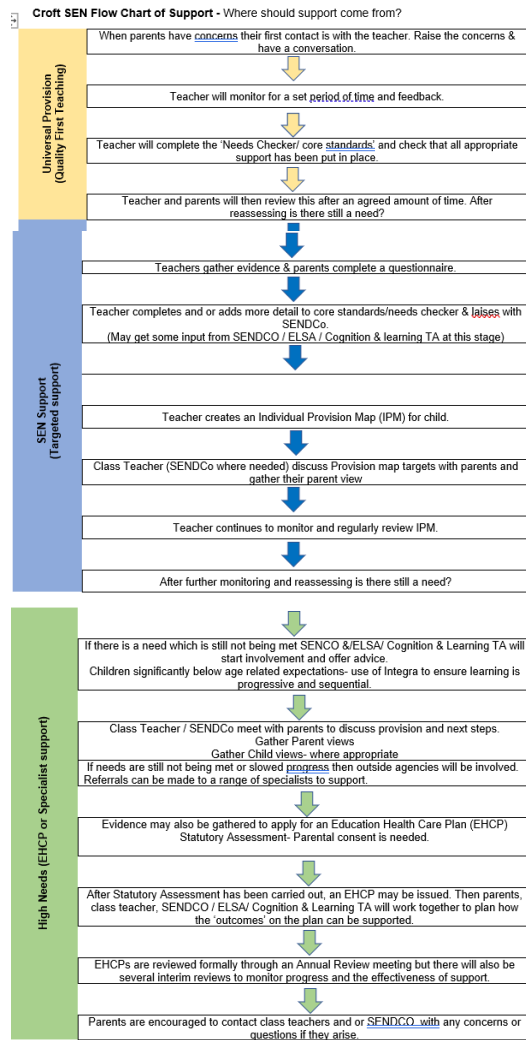


'Learning at the head and heart of all we do'

SEND OVERVIEW – Karen Myler

<p>Our Curriculum Intent at The Croft:</p>	<p>The Croft Primary School intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers. We follow a text led approach to learning which provides all children with exposure to high quality language and rich vocabulary which is taught by highly trained and passionate adults.</p> <p>As a school we deliver a broad and balanced curriculum, and we want the children at The Croft to know more and remember more. Our curriculum has a focus on skills and knowledge which is planned and taught progressively.</p>																																																						
<p>SEND overview</p>	<p>Term 2 65 children on SEND register. 18% School population on SEND register. 9 children with EHCP. 1 child awaiting DRAFT EHCP</p> <div data-bbox="500 926 932 1241"> <table border="1"> <caption>Number of SEN across the School</caption> <thead> <tr> <th>Year Group</th> <th>SEND Support</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>1</td> <td>0</td> </tr> <tr> <td>Y1</td> <td>6</td> <td>4</td> </tr> <tr> <td>Y2</td> <td>9</td> <td>2</td> </tr> <tr> <td>Y3</td> <td>8</td> <td>0</td> </tr> <tr> <td>Y4</td> <td>12</td> <td>2</td> </tr> <tr> <td>Y5</td> <td>7</td> <td>1</td> </tr> <tr> <td>Y6</td> <td>11</td> <td>2</td> </tr> </tbody> </table> </div> <p>2 children on reduced timetable</p> <div data-bbox="500 1304 1036 1633"> <table border="1"> <caption>Number of pupils with EHCP or SEN support by type of need</caption> <thead> <tr> <th>Type of Need</th> <th>SEND</th> <th>EHCP</th> </tr> </thead> <tbody> <tr> <td>Cognition & Learning</td> <td>35</td> <td>4</td> </tr> <tr> <td>Communication & Interaction</td> <td>7</td> <td>4</td> </tr> <tr> <td>Social, emotional and mental health</td> <td>10</td> <td>3</td> </tr> <tr> <td>Physical / sensory needs</td> <td>3</td> <td>0</td> </tr> <tr> <td>Hearing Impairment</td> <td>1</td> <td>0</td> </tr> </tbody> </table> </div> <table border="1" data-bbox="500 1671 1451 1772"> <thead> <tr> <th>Gender and SEN Girls - Croft</th> <th>Boys- Croft</th> <th>Girls - Nat</th> <th>Boys- Nat</th> </tr> </thead> <tbody> <tr> <td>EHCP</td> <td>3%</td> <td>53.80%</td> <td>27.20%</td> </tr> <tr> <td>School Support K</td> <td>32%</td> <td>53.80%</td> <td>36.50%</td> </tr> </tbody> </table>	Year Group	SEND Support	EHCP	Reception	1	0	Y1	6	4	Y2	9	2	Y3	8	0	Y4	12	2	Y5	7	1	Y6	11	2	Type of Need	SEND	EHCP	Cognition & Learning	35	4	Communication & Interaction	7	4	Social, emotional and mental health	10	3	Physical / sensory needs	3	0	Hearing Impairment	1	0	Gender and SEN Girls - Croft	Boys- Croft	Girls - Nat	Boys- Nat	EHCP	3%	53.80%	27.20%	School Support K	32%	53.80%	36.50%
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What is our graduated response?



How do we support and communicate with parents (timescales, who meets)

Parents/ Carers are notified when child joins/ leaves SEND register.
 Parent meetings held 3 times a year
 Reports sent to parents – 3 times a year. Provision map targets are discussed / reviewed with parents.
 SEND parent meetings are allocated longer time (Parents evenings)
 Parents of EHCP children have termly meetings with SENDCo / Class Teacher either in person/ teams or telephone call.
 SENDCo communications with Parents & External professionals logged onto CPOMS.

How do we refer to? Who refers, SENDCO or class teacher? (show referral forms)

- Family Support Worker
- Learning Mentor
- Educational Psychologist
- Therapy by Mosaics

See SEN Flow chart.
 Class Teachers complete Core standards when children join the SEND register. Core standards are used to support referrals to external professionals.
 SENDCo completes referrals with support of Class Teachers including up-to date Teacher views about how the child is performing in Classroom.
 SENDCo discusses referrals with Parents/ Carers. Parental consent is needed for referrals to be submitted.

Planning/SEND interventions Phonics Interventions Teacher interventions	Cognition & Learning Pre/ post teach sessions Working memory Sentence structure Precision teaching Handwriting 5 minute Maths/ English Herts reading	Communication & Interaction Narrative (EY) Talk Boost Widgit resourcing PECS Intensive interaction Attention bucket Time to talk	Social, emotional & mental health ELSA Mindfulness Sensory breaks Social skills Self-esteem (Jenny Mosely) SEAL cards The Feelings box	Physical & Sensory Sensory breaks SPARKS/ SPARKEY Fine motor skills
<p>How do we support children in RWM:</p> <p>Scaffold learning tasks – word banks/ fill in the missing words/ build the sentence / widgit</p> <p>Tweaks to LO</p> <p>Adaptive learning</p> <p>Manipulatives</p> <p>Level of adult support</p> <p>Children significantly below age related expectations- Teachers use Intergra / KPI's from year group children can access. To ensure learning is progressive and sequential to where their learning is.</p> <p>Children on bespoke timetable:</p> <p>FB (Y2) Attends ARC X4 week.</p> <p>AB (Y1) attends ARC x3 week. Reduced timetable.</p> <p>BM (Y1)</p> <p>BM (Y4) Bespoke timetable for afternoon learning</p> <p>How do we plan SEND interventions (Cognition & Learning TA)</p> <p>Personalised sessions are focused / guidance by:</p> <ul style="list-style-type: none"> • EHCP outcomes • Educational Psychologist recommendations • Speech & Language recommendations <p>How do we plan SEND interventions (Learning Mentor & ELSA)</p> <p>Personalised sessions are focused / guided by:</p> <ul style="list-style-type: none"> • EHCP SEMH outcomes 				

	<ul style="list-style-type: none"> • Educational Psychologist recommendations • TAMHS/ CAMHS/ Mosaics therapy recommendations • ELSA programme • Zones of regulation • Jenny Mosely resources <p>How do we plan for Educational Psychologist support:</p> <p>Children that have been identified as SEN Support. Children that have struggled to make progress in learning or struggling to access classroom environment.</p> <ul style="list-style-type: none"> • Planning meeting with Educational Psychologist & SENDCO to discuss needs of the school. Identify children for assessment for the academic year including statutory cases. • 5 minute focus forms completed with Class teachers / discussions with parents regarding EP involvement. • Consultation meetings held – EP, Parents, Class Teacher & SENDCO. What do we want from EP involvement? • Feedback meetings held- EP led • Review meetings- Have we made progress? Does child need further involvement? Statutory request?
<p>Assessment:</p>	<p>Assessment is a key principle of the teaching and learning and is used to enable teachers to plan effectively.</p> <p>During the year the children will be assessed at 3 data points. Alongside those assessments our SEN children (not on track) will also complete RWM assessment (HASK – spelling, Herts of Learning – Reading and Sandwell – Maths) This will show the small steps in progress. These assessments are also used to evidence for graduated response for statutory assessments.</p>
<p>Monitoring:</p>	
<p>Classroom Environment:</p>	<p>Where possible we encourage independent learning and support children in the classroom using:</p> <p>Stuck zones- Maths & English</p> <p>Maths stuck zones</p> <ul style="list-style-type: none"> Dice Numicon Counters Multi-link cubes Objects/ sets for counting Number cards Bead strings 5 frames, 10 frames, 20 frames (as appropriate) <p>KS1</p> <ul style="list-style-type: none"> Number lines

	<p>10 frames, 20 frames Counters Bead strings Numicon Place value grids 100 squares Number formation/ digit flashcards</p> <p>KS2</p> <p>100 square Number line Denes/ place value resources Counters Multiplication tables Place value grid</p> <p>English stuck Zones</p> <ul style="list-style-type: none"> • Alphabet Arcs • Highlighters • Phoneme Frames • Coloured over lays • Talk in devices • Post it notes • Grow the code (Y2) <p>Working walls- Maths and English working walls which are updated regularly to evidence the sequence of learning and displays the taught skills, modelled writing/ number problems and key vocabulary.</p> <p>Phase boards- The teaching and learning sequence is displayed on a phase board which will be found in each classroom. The phase board will include prompts and resources to support the children’s learning and an overview of the skills being taught within each phase.</p> <p>To adhere to our ‘Community-Focused’ Golden Thread, we ensure parents are informed of the class texts each term and these are displayed on classroom doors. This enables parents of SEND to pre read the up-and-coming text too, many parents have purchased the texts for the year.</p>
SEND in EY	<p>At The Croft Primary School we recognise how important a successful transition is to our pupils with additional needs.</p> <p>New starters for Reception children are provided with the following opportunities:</p> <ul style="list-style-type: none"> • Parent Open Information Event • Home visits with Croft staff • Additional Stay and play sessions- getting familiar with the Reception environment • Additional Pre-school visits/ Pre school staff visits to Croft school • Social stories / video tours etc • Staggered / reduced timetable • Attend TACs/ Annual review meetings <p>Term 1- SENDCo meets with Early Years teachers to identify any children. Follow flow chart of graduated needs/ SEND register.</p>

	Discuss chn for Narrative learning intervention (start Term 2)
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