

GREENSIDE FILM FACTORY



Year 3 – People, Places, Things!
Who? Where? Why?

2017-2018

Impact of Special Educational and Disability Needs (SEND) provision at Greenside.

Many students will need some kind of learning support during their journey through primary education. For the majority that support will be a combination of sessions individually or in a small group, it may be in the form of further explanation of a concept and reinforcement activities delivered by the class teacher and other adults supporting the student. For some students this kind of support may be over a relatively short period of time, measured at Greenside by Data Capture periods. In some cases this support may be for a particular subject area or concept within a subject; for example spelling patterns in English or telling the time in Maths.

For some students however, extra support may continue for a more extended time. They may also need help with organising their ideas, differentiated activities, encouragement to focus and confidence building to encourage independent learning. These student are supported in small groups by the class teacher and learning support assistant.

At Greenside student progress is monitored by continuous assessment by the teacher and support staff through marking their class work(in the early years and foundation stage a lot of this assessment is through videoing and recording their learning through play.

From Year 1 upwards half term Reading, Writing and Maths test enable teachers to monitor whether the students are meeting age related target ARE. ARE levels: Level 1 below expected level, Level 2 expected level and Level 3 exceeding expected level. Through the data analysis teachers can identify the areas for extra interventions and support needed to raise them to Level 2 the expected level. Fortnightly Key Stage meetings are held in which current interventions are reviewed and the progress of students is discussed in order to adapt interventions and to assess student grouping accordingly.

Provision for SEND 2017-2018

For students who persistently remain at level 1, Small group Interventions are delivered additional phonics, fine motor skills, speech and language, Individual and group reading and comprehension sessions and math intervention session. Personalised plans with targets and outcomes are used to measure the progress of these students. Most of these students make progress throughout the year and

achieve ARE by the end of KS1 and KS2 These provisions are met in order with the Local authority SEND offer and the Greenside school SEND policy and SEND school offer.

End of key stage test results for SEND and Pupil premium students

Phonics - All Y1 students achieved expected levels in the Phonics Screening check except one student who is not on the SEND register.

KS1 tests - All SEND and pupil premium students, with the exception of two EHCP students and one EAL student achieved ARE in the end of Key stage 1 tests.

KS2 test results - There were only two SEND students in the Y6 in the year 2017-18. One student achieved ARE in the Reading test.

For students who continue to 'struggle' to access the curriculum in spite of the regular an extensive interventions, Further assessments may be needed and a request for an Educational Health Care Plan which will allow either short term or long term funding for one to one LSA support for an allocated amount of hours. In 2017-18 x4 new EHCPs and x2 short term plans were approved.

These students have a variety of needs, not all related to learning; these include medical, social and communication and behavioural needs. Our student with a physical disability has had access to the physiotherapist and occupational therapist visiting the she termly and his LSA being able to deliver his personalised program as well as taking him to hydrotherapy sessions.

Good progress can be measured in areas such speech and language development - a result of allocation of in school allocated session with the school speech and language therapist (SALT). LSAs attend the sessions with the student and are able to deliver the program and outcomes with their student. The impact has been very successful - a student who was non verbal apart from the odd word is now able to express himself using up to 3 word sentences, two other students who were verbally at a very basic level are now using wider vocabulary and have the confidence to answer questions in class.

Some of our EHCP students have found learning phonics and applying the rules to reading very difficult, with the LSA support and intervention over the year they are all now reading even although at a basic level, the success has given them confidence and raised their self esteem.

TBAP the behavioural support team have also worked with staff and students to work strategies for managing behaviour which has had some element of success. TBAP support includes the outreach worker coming into school and working with the class teacher and support staff to collaboratively devise a personalised behaviour plan for the student, clearly outlining the expected outcomes and the step and strategies. The student is involved in the personal target setting. The program is reviewed half termly including parents/ carers.

SENCo - Sept '18