

SEND Report for the Board of Governors

Cherry Tree School Date : 06.07.17

Terry Trevett – SENCo

Since September 2016

Progress of EHCP children 15 children – Wave 3

Reading – Average progress 5 steps

Writing – Average progress 5 steps

Maths - Average progress – 6 steps

These children, with severe needs, are making just below the expected amount of progress as their peers in reading and writing and the expected progress in maths.

Wave 1 children –30 children

Reading – Average progress 3 steps

Writing – Average progress 3 steps

Maths – Average progress 5 steps

Wave 2 children – 15 children

Reading – average progress 6 steps

Writing – average progress 5 steps

Maths – average progress 5 steps.

These are the children on the SEND register for y1-y6.

Training for staff- Teachers, HLTAs and TAs

There has been training for staff on the use and understanding of Waves1, 2 and 3 with examples of each see **Appendix 1**.

This training was delivered as part of a staff meeting. It was imperative that ,for children to have and receive, the correct provision, that they have been identified specifically at each Wave so that we can prove the plan, do review process and monitor the progress more effectively. Children at waves 2 and 3 should be making accelerated progress as they have other agencies, provisions in place. As seen from the results SEND children at Cherry Tree are making almost double the progress of children on Wave one interventions.

At the start of the year I identified that TAs were lacking specific skills to teach SEND children the basics in Maths and English. A 40 minute session was used to show practical ideas for the teaching of each of these subjects.

Maths- Staff were using more abstract ways of teaching maths in KS2 . There was little in the way of concrete examples or resources to support learning except for cubes.

Action :

- How to use numicon effectively for number bonds, addition, subtraction, times tables.
- How to utilise lego as a numeracy resource.
- How to use the 100sq on the playground.

English – Some of the books which I moderated showed a lack of understanding in developing independent writing. I rolled out to ALL staff (as class teachers are responsible for the planning and progress of these children) that scribing and copying is not acceptable. The children have become lazy and dependent on others to do all the hard work for them .

Action :

- Sound buttons demonstrated as a way of recording a short sentence so that the children can re listen to their sentence.
- RWI implemented to support phonic knowledge in KS2.
- Give children the chance to improve writing and not handwriting.

Examples in Appendix 2

I have received training on the completion of the Early Help Assessment (EHA) form and the key role it plays for the family and the child. The power point was also shared with staff along side an example of a completed , anonymous form. I needed staff to understand that the EHA form is to be completed by all staff involved with the child as they know the child the best.

See Appendix 3

As the EHCP transfer process is so complicated and requires a good overview of the whole child I was trained in completing the EHCP application forms , transfer documents and the annual review documentation. This impacted in the meetings with parents as I approached each meeting with a child centred approach. Each meeting now has a theme which the child has chosen eg. My Little Pony. There will photos and pictures up in the room, stickers for parents and professionals and letters sent to parents using themed letters. All staff have now attended one of these and are now aware of the importance of clear information.

Dyslexia training for TAs and HLTAs

The SENCo and HLTA have shown some simple , quick fixes to help children who have a poor working memory, slow processing skills who have been identified through the Dyslexia screen or have been seen by the SpLD department of Ladywood. These staff have been given an overview of the dyslexic type learning difficulties faced by these children and how they can be helped in class , practically. We are going to apply for the Dyslexia Friendly School status and have been to visit Mesne Lea in Manchester to look at how this works . We have set up dyslexic tool kits for every class to start to use from September 2017 as well as giving each area of the curriculum the same colour throughout school.

English – Yellow, Maths – blue and Science –red. This will enable all children to know where to look for help and support in these areas.

See Appendix 4 – Dyslexia training and the action plan

Planning lessons for SEND children

Some training has been given to staff, who have struggled to differentiate low enough, for the EHCP children in their class. This was identified through moderation and the progress report from target tracker. I went through statements on target tracker to match them to EHCP targets, then looked at next steps and how they could be achieved in a practical way. Another area identified through moderation was reading in KS2. This was concerning as some SEND children were on books which were too difficult. I have re-assessed these children and then placed them on the correct Key Stage 1 book. I have shown staff how to access the reading books in Key Stage 1 and the order in which to read the books. I have given all staff, as part of ongoing CPD, common exception words to be learnt in KS1 as well as looking at target tracker KS1 targets and statements.

Writing across school

During the year through moderation of all year groups writing, it became obvious that the standard of writing was deteriorating and we had to ask the question WHY. As Year 2 and Year 6 have had a framework to follow to show the Age Related Expectation. (ARE) . I was concerned that these standards were not being built on from y2. Over the year I have compiled a list of non-negotiable standards for each year group to follow, just as is done in y2 and y6. As a school we also needed to identify Greater Depth for Writing. This is now possible using the writing assessment grid. It should show progress year on year. A similar document will be ready for September for reading and maths. All staff have been given the new form to start with new classes on transition days in July.

See Appendix 5

This is my report on progress, training and implementation as the SENCo of Cherry Tree School.