

SEND Coffee Morning

September 2022



St.Mary's SEND team

- Jamie Thomson- SENDCo (SLE)
- Bobbie Roberts- Assistant SENDCo
- Janice Purnell- Thrive Practitioner (SEMH)
- All Teachers
- All Teaching assistants

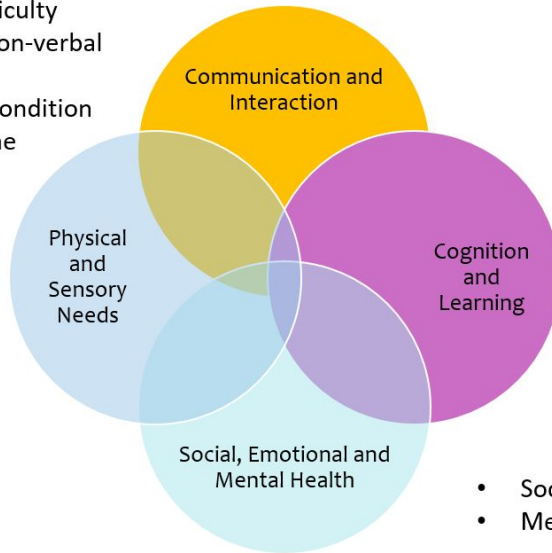
Specialists

- Lizzie Fox- Speech and Language
- OT, EP, Additional Speech and Language
- Theraplay, Nurture Outreach



Broad Areas of Need

- Speech, language and communication difficulty
- Use of verbal and non-verbal communication
- Autistic Spectrum Condition
- Asperger's Syndrome






- Physical Difficulty
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Medical Needs

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulty
- Specific Learning Difficulty
- Attention Deficit Hyperactivity Disorder


- Social and emotional difficulties
- Mental Health Needs




SEND at St.Marys- SEN Support plans

 Learning Plan for 


Teacher: Mrs Bobbie ROBERTS Start date: 20/9/2022 Review date: 19/12/2022 Plan number: 1




Assess

Areas of strength:  happy boy who cares for others.

Areas of concern: Cognition and Learning.
Understanding
Focus and attention.

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Number skills	To be able to count to ten from one.	Accurately count to 10 on 2/3 occasions.	Games, rhymes, counting activities. Pre-teaching 1-1 Time with BR or MP	• Mrs Bobbie ROBERTS
Number skills	To be able to count out objects from a larger group	Accurately count out the correct amount of objects on 3/5 occasions.	EMA Counting activities. Pre-teaching 1-1 time with BR or MP	• Mrs Bobbie ROBERTS



SEND at St.Marys- SEN Provisions

School Provision - Yr1 Thrive - St Mary's CE Primary



School Provision — Yr1 Thrive

Thrive once a week with JP. Focus on PSHE and Behaviour.

Intended outcome:

Poor behaviour will be less frequent. They will be able to identify and talk about emotions.

Area of concern: Communication and Interaction Needs

Start date: 18/9/2022

End date: 16/12/2022

Session length: 20 min

Session frequency: 1 time per week

Provision cost: 0.00

Cost per pupil: 0.00

Assigned pupils

First name	Last name	Year	Class	House	SEN	PP	FSM	EAL	In care	Notes
						Yes	Yes	No	No	
						Yes	Yes	No	No	
						Yes	Yes	No	No	
						No	No	No	No	

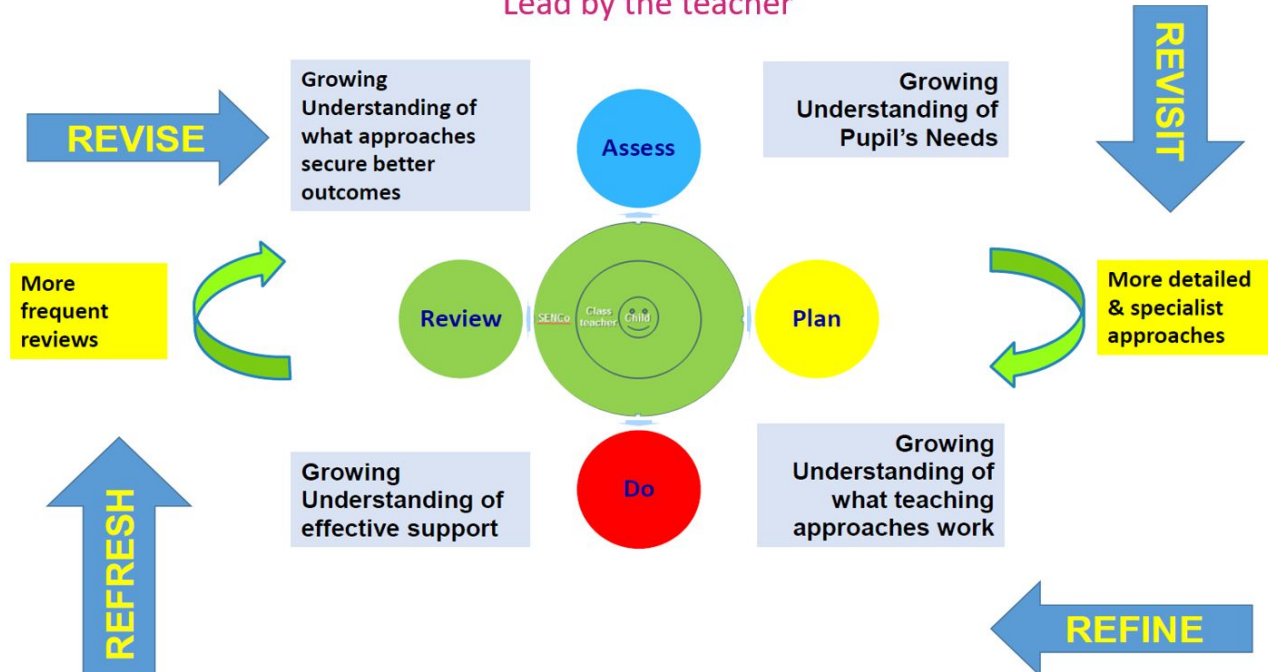
Assigned staff

Full name	Position	External	Notes
Mrs Bobbie ROBERTS		No	
Mrs Janice Purnell	Teaching Assistant	No	



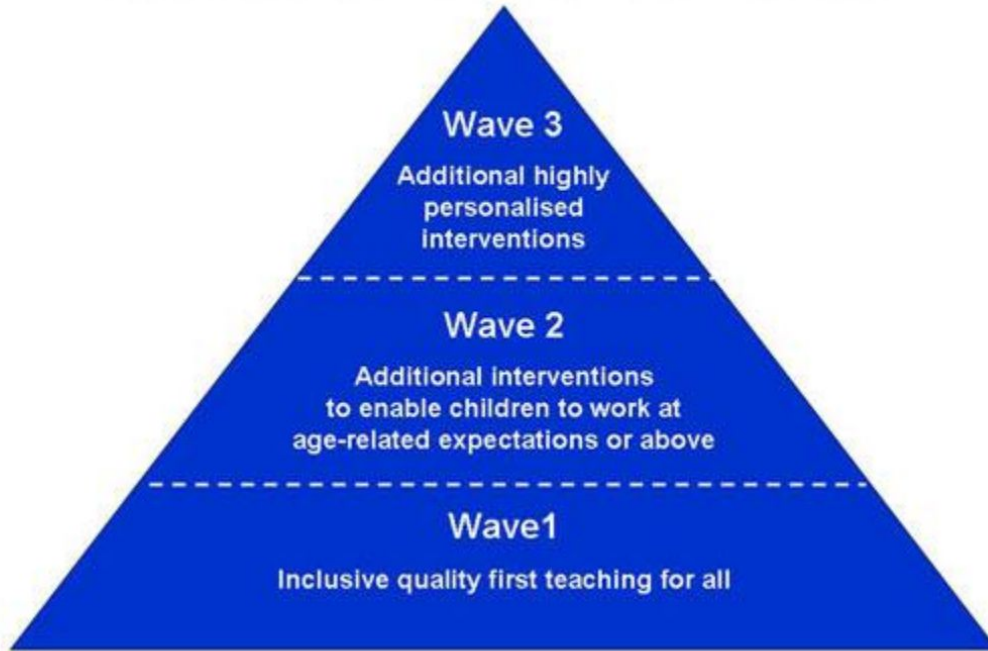
Assess, Plan, Do, Review (Graduated approach)

Lead by the teacher



Waves of intervention

Waves of Intervention Model



Range of provision

-Reading

-Phonics

-Nessy

-Doodle maths

-Thrive

-Speech and language

-Tutoring

-Pre-teach / post teach

-Precision teaching

-In class support

Recommendations for SEN



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



2

Build an ongoing, holistic understanding of your pupils and their needs



3

Ensure all pupils have access to high quality teaching



4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



5

Work effectively with teaching assistants



EEF Guidance-QFT

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.





*Living Together
Learning Forever
Loving God's Creation*



Like St Mary we are a warm, nurturing safe place for the children who attend our school.



We are an inclusive school that welcomes children of all faiths and none. We celebrate difference and diversity, and all individuals are valued.



We seek to inspire a lifelong love of learning, through nurturing all abilities, enabling every student to prosper and fulfil their potential.



We are at the heart of Timsbury village, serving local families, but we also reach out to collaborate with our partners in the wider educational community.



We are proud to share our patron saint with our parish church and we have an excellent relationship with our church.



This is a school that cares passionately about our environment, protecting God's creation, and all decisions we make are made with that in mind.

Inclusion is at the heart of the school

