



Alexandra Park Junior School

To learn, be happy and achieve our best

SEND at Alexandra Park Junior School

2022 - 2023





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SENDCo

Who is the SENDCo?

Hayley Varley

What Qualifications do they hold?

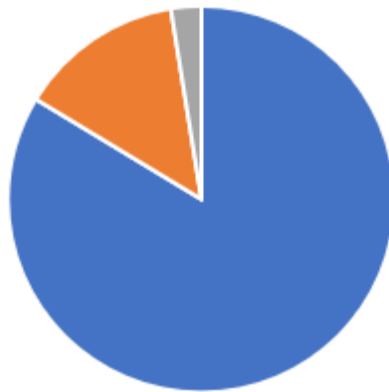
Hayley qualified as a teacher in 2010. She started working at Alexandra Park Junior School in 2012. She achieved her NASENCo qualification in 2015 and her NPQSL in 2022.



Context

At Alexandra Park Junior School, we have 12% (42) SEND Support, 3% (12) EHC children with 89% of our school community with English as an additional language.

SEND at Alexandra Park Junior School



■ Non SEND ■ SEND ■ EHC Plan

Area of Need



■ Cognition and Learning ■ Communication and Interaction
■ SEMH ■ Physical or Sensory

Our greatest area of need is Communication and Interaction.



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SEND Reading, Writing and Maths

Intent

All children to access the curriculum, building on their prior skills and knowledge across the curriculum. All children **MUST** have a level of challenge to allow the progression of skills.



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Implementation


At Alexandra Park Junior we hold regular Pupil Progress Meetings, SEND Review meetings and Parents Meetings. During these meetings we have reviewed our High Quality Teaching offer; Interventions to diminish the difference and also more targeted, intense and specialist interventions.




Class Provision Map

	Reading	Writing	Maths
Wave 1	TARGETED GROUP	TARGETED GROUP	TARGETED GROUP
Wave 2	INFLUENCE / E1 READING DIGISWART RRE (When needed)	TARGETED GROUP RAINBOW WRITING E1 Editing (When Needed) Spelling Targeted group	PRODIGY MATHS/ FOCUS GIRLS MATHS GROUP
Wave 3	<u>PHONICS</u> PRECISION TEACHING E1 READING	RAINBOW WRITING TARGETED GROUP NARRATIVE THERAPY	BASIC SKILLS TARGETED GROUP PLUS 1 POWER OF 2

My SEND Profile

 Alexandra Park Junior School

What have we tried?	What have we learned?
What are we pleased about?	What are we concerned about?
What do we need to do next?	





Reading

- Daily phonics sessions led by trained members of staff.
- All children are part of the whole class reading lesson accessing age related texts. Listening for Meaning is an important part of reading skills.
- Assessing children using the level appropriate statements and KPIs to set targets. This allows children to know their next steps.
- The whole school provision map is set out so interventions are progressive and move the children on with the skills they need to be fluent, competent readers.
- Interventions such as Inference are also used to support inference skills this is built on after Phonics.



Writing

- All children access writing lessons. Children are encouraged to orally rehearse before putting their ideas on paper. Something written is not always the outcome. Children may use Inprint, Videos, pictures to record their work.
- Focus on personalised targets - KPIs for SEND
- Rainbow Writing is used within the writing lessons as part of the QFT offer
- Narrative Therapy
- Talking Tins
- Personalised planning sheets.
- Slow writing down - Quality writing not quantity
- Sharing writing



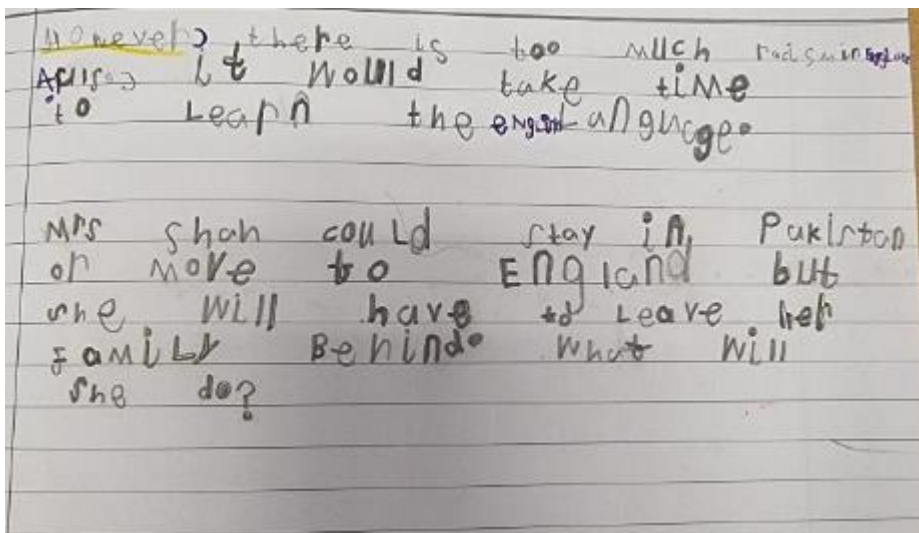
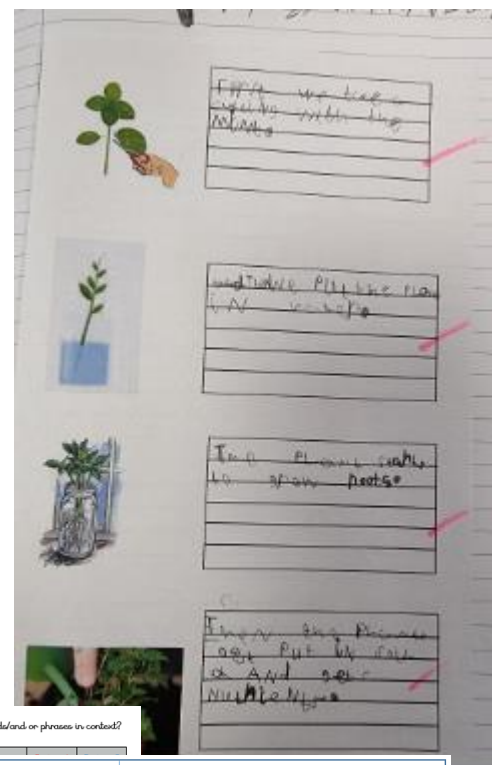
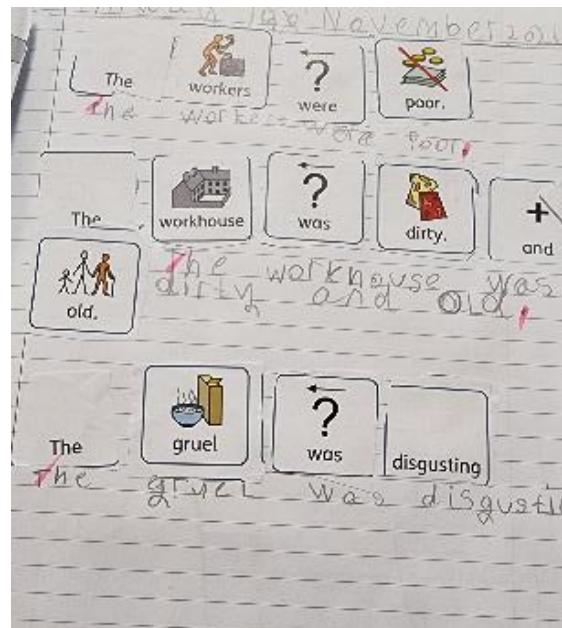
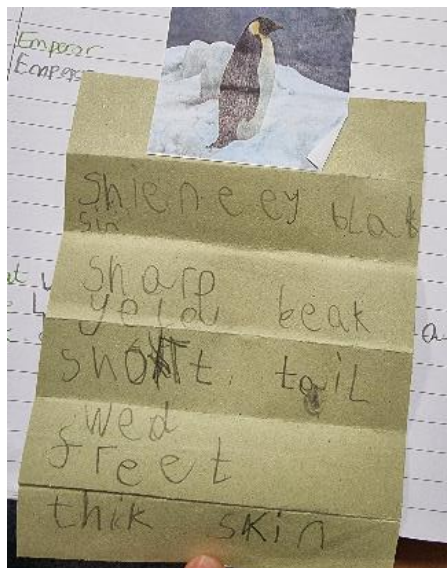
Mathematics

- Use of a pre test to target children before and during learning
- Pre teaching mathematical vocabulary
- Greater focus on the Concrete, Pictorial and abstract approaches.
- Ping Pong teaching approach to enable collaborative learning helping creating mathematical discussions.
- Ping Pong allows for progress with a clear starting point then adding challenge
- Numbots - to practice basic maths skills and fluency.
- Plus 1 and Power of 2 - Precision teaching



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What do you think the writer meant by 'Thick grey clouds filled the sky and threatened rain'? Why do you think this? (A)

What other words or phrases could the author have used to describe Tostig? (A)








TLC: Can I work out the meaning of ambitious words/and or phrases in context?






Coming to England W5.3

What other words could be used to describe the school building?
pg78

*According to the text, what words were written above the main door?








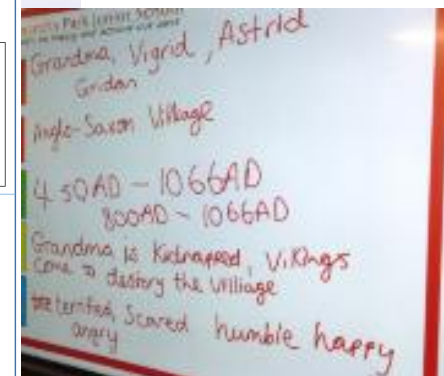
Explain how you would feel starting

a new school in a new country?

ILC Cues I recall information using evidence from the text?

Steps To Success	Partner 1	Partner 2
I can find answers to questions in the text that I have read (using support)		
I can skim and scan to identify key ideas in the text.		
I can ask suitable and relevant questions about the text to help me understand.		
Standards		
I have written in cursive writing?		
Have I presented my book cover?		
Are all my capital letters and full stops correct?		
		





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Moving forward

Reading

- To further develop reading we have access to Words First intervention. During Fluency lessons children are encouraged to use a text at their level to help build confidence.

Writing

- To continue to focus on Steps to Success with clear expectations with challenges to move learners on faster.
- To continue to focus on the oracy skills and develop stamina for writing.
- To promote the spellings of common exception words - Precision Teaching
- To promote fine motor skills to help improve handwriting and stamina for writing.

Maths

- To continue to develop the use of pre testing and moving children on in their mathematical knowledge and skills.



Developing CPD for TA staff

- Wellcomm - We have introduced Wellcomm to develop children's speaking and listening skills. We have children accessing the Early Years and Primary Wellcomm.
- Precision Teaching - Most TAs have had training on this and are using it to support reading and some maths basic skills.
- Numbots
- Pre Teach Maths - A clear structure of running the intervention and who needs to be targeted.
- Introduction of Words First but this needs further development.



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Spotlights

During the Summer term, the SENCO has worked with subject leaders in looking deeper into how SEND children are accessing the curriculum. From this we have developed areas of development and together will support staff in adaptations to promote learning and progress through each subject.