



Alexandra Park Junior School

To learn, be happy and achieve our best

SEND at Alexandra Park Junior School

2023 - 2024





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SENDCo

Who is the SENDCo?

Hayley Varley

What qualifications does the SENDCo hold?

Miss Varley qualified as a teacher in 2010. She started working at Alexandra Park Junior School in 2012. In 2015, Miss Varley achieved the NASENCo qualification and later a NPQSL in 2022.

Over the academic year of 2023- 2024 the whole school took part in the Early Identification of Need Project.





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Context

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

Our greatest area of need is Speech, Language and Communication with Cognition and Learning our second greatest area.



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Intent

At Alexandra Park Junior School, our curriculum is designed and personalised in line with the context and starting points of our pupils. Our curriculum is carefully planned to enable ALL children to access a broad and balanced curriculum, building on the skills and knowledge obtained previously. ALL pupils are expected to make the same rates of progress as their peers. Quality First Teaching is a huge part of our curriculum offer, with a 'what's good for one is good for all approach' as well as adaptations to promote independence and peer support.



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Curriculum Offer

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Class ____ Provision Map

	Reading	Writing	Maths	SALT	Pastoral
Wave 1 Q&E	<ul style="list-style-type: none"> Vocabulary Check Listening for Meaning In print Fluency check Adapted Questioning Adapted text or reduce the focus Reading for Pleasure I:I reading Reading partners/ paired reading Co-operative learning tasks Boom Reader 	<ul style="list-style-type: none"> Retrieval tasks Steps to Success In print Word Mats and knowledge organisers Sentence starters stems Handwriting Streamed Spelling Shared Writing and Working walls Peer editing Co-operative learning tasks Spelling Shed 	<ul style="list-style-type: none"> Pre-test informs starting point - goes back to understand gaps in learning. Ping Pong - Building skills and peer work Concrete resources Independent work builds on skills. Short bursts of tasks Co-operative learning tasks TT Rockstars 	<ul style="list-style-type: none"> Speaking and listening as part of each lesson - Co-operative learning tasks Word Aware Vocabulary Parade Visual Timetables 	<ul style="list-style-type: none"> Breakfast Club After School clubs Attendance monitoring Class Dojo
Wave 2	<p>Inference (10 Weeks)</p> <p>Reading Comprehension (5-6 Weeks)</p> <p>Phonics (Ongoing until off the programme)</p> <p>I:I reading</p>	<p>I:I Editing-Editing focusing on S&S and personal target.</p> <p>Handwriting - Bubble Writing</p>	<p>Pre-Teach based on Pre- test and learning.</p> <p>RRI - Focused on the maths lesson of the day.</p> <p>Basic Skills</p>	<p>Talk Partners</p> <p>Socially Speaking</p> <p>Social Stories</p>	<ul style="list-style-type: none"> Attendance Monitoring Meeting Drawing and Talking Emotional Literacy Meet and Greet Early Help Referral
Wave 3	<p>Phonics</p> <p>Toe By Toe</p> <p>Precision Teaching - Sight Reading</p> <p>Words First</p> <p>Phonological Awareness</p> <p>I:I Reading</p> <p>Professional Support - QEST, SALT or Educational Psychologist; Hearing Impairment</p>	<p>Organising Ideas - Narrative Therapy</p> <p>Orally Rehearse - Talking Tins</p> <p>Editing - Rainbow Writing</p> <p>Spelling Focus - Precision Teaching</p> <p>Bubble Writing - Handwriting</p> <p>Fine Motor - Jungle Journey</p> <p>Professional Support - QEST, SALT or Educational Psychologist; Community Paediatric service; Occupational Therapy; Visual hearing or physical Impairment Team</p>	<p>Numbots</p> <p>Precision Teaching - Plus 1 (P8/Bridge/ Band 1)</p> <p>Power of 2(Band 1 and 2)</p> <p>Professional Support - QEST, SALT or Educational Psychologist; Community Paediatric service; Occupational Therapy; Visual or physical Impairment Team</p>	<p>Specialist SALT</p> <p>Wellcomm</p>	<ul style="list-style-type: none"> Attendance Monitoring Meeting with Attendance officer ELSA Pastoral Support Plan (PSP) Early Help Referral



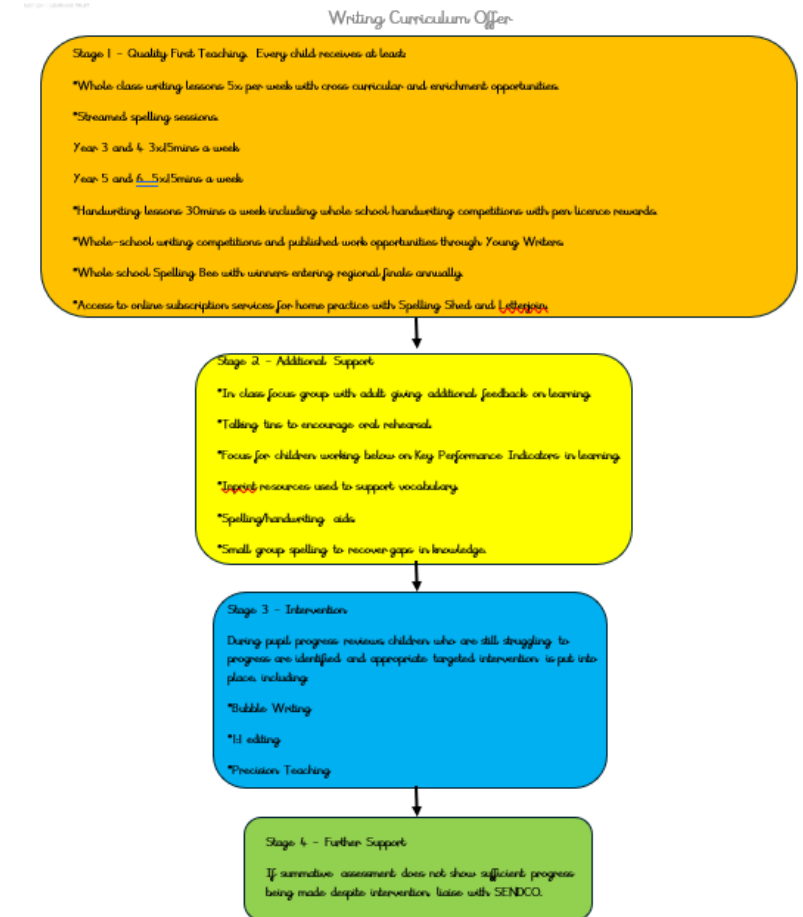
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Implementation

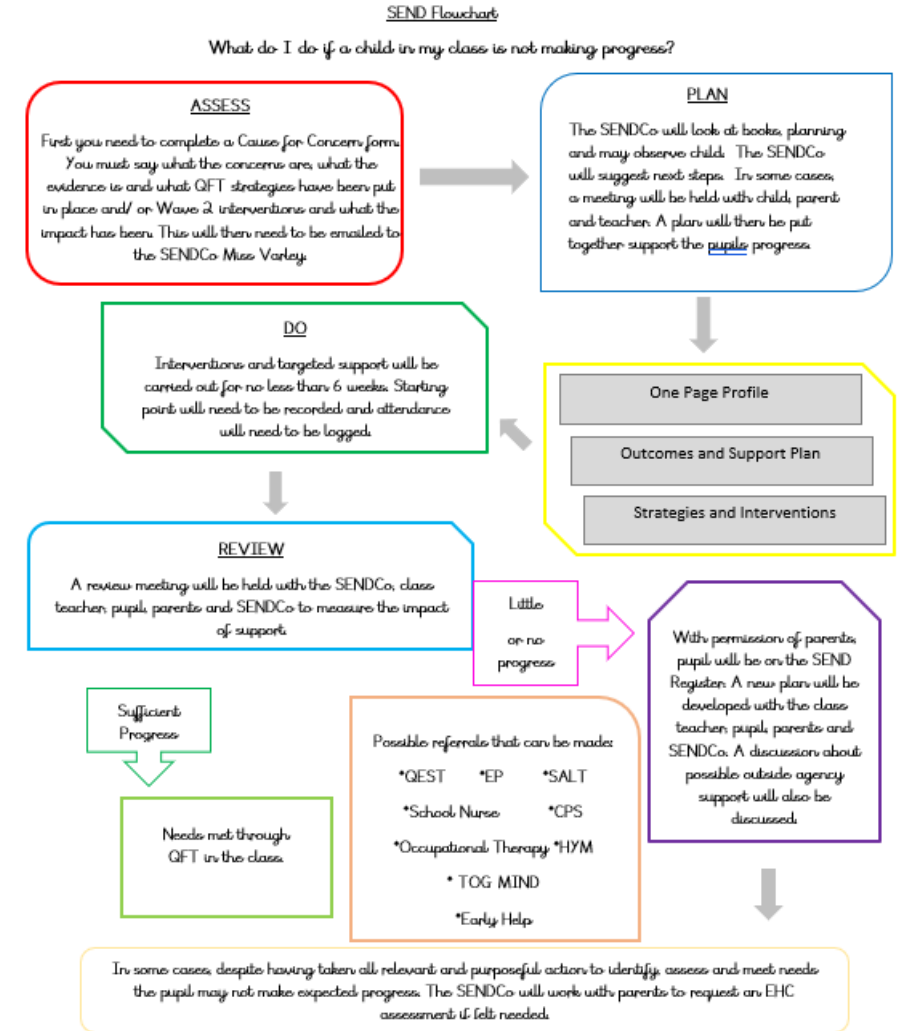
At Alexandra Park Junior School, each subject leader has established their own curriculum offer for the subject they lead.

Please see each subject presentation for details for each subject.





There is a clear procedure for teachers and parents with concerns for children's progress. Alongside this is a Pastoral Support Flow Chart.





Implementation

In June 2023, the SENDCo began the Early Identification of Need Project. Through this project the SENDCo has attended training and then delivered INSET to staff in school with a focus on:

- Assessment and Identification
- Working with pupils and Parents
- The quality of teaching and learning for pupils with SEND.
 - Leadership in SEND.

The focus for each session was around QFT teaching and learning strategies encouraging staff to make pledges to take strategies into their classrooms. Helping to improve outcomes for children across school.



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Wave 2 interventions are selected for children during Pupil Progress Meetings and are tracked via Target Tracker with a start and exit point.

Wave 3 interventions are selected as part of SEND review meeting and or recommendations from outside agencies and professionals.

Both Wave 2 and 3 interventions are also recommended as part of the Assess, Plan, Do and Review process in monitoring children of concern.



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At Alexandra Park Junior School, we follow an intervention timetable to enable us to allocate a designated time for each intervention and to ensure that every children receives any additional support they need. Each teacher is given additional planning time to focus on adaptations and TAs have 1 hour of PPA to plan and resource interventions.

Many of our interventions take place in the classroom as part of the lesson. However, some interventions take place in a quieter area outside of the classroom.



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Intervention Timetable	8.40 - 9.00	9.00-12.00	12.00-1.00	1.00-1.15	1.15-2.00	2.00-3.00	2.45-3.10	3.10-3.30	3.30 - 4.30
Monday	Pre teach maths Numbots Times tables practice	EHC Interventions/Wave 3 Try to make these for the first or last 15minutes of core subjects	Lunch	Spellings/ Bubble Writing	I:I Editing	RRI	Phonics	Inference Comprehension Pre teach read Words First/ Phonological Awareness	Reading/Maths Tuition
Tuesday	Pre teach maths Numbots Times tables practice	EHC Interventions/Wave 3 Try to make these for the first or last 15minutes of core subjects	Lunch	Spellings/ Bubble Writing	I:I Editing	RRI	Phonics	Inference Comprehension Pre teach read Words First/ Phonological Awareness	Reading/Maths Tuition
Wednesday	Pre teach maths Numbots Times tables practice	EHC Interventions/Wave 3 Try to make these for the first or last 15minutes of core subjects	Lunch	Spellings/ Bubble Writing	I:I Editing	RRI	Phonics	Inference Comprehension Pre teach read Words First/ Phonological Awareness	Reading/Maths Tuition
Thursday	Pre teach maths Numbots Times tables practice	EHC Interventions/Wave 3 Try to make these for the first or last 15minutes of core subjects	Lunch	Spellings/ Bubble Writing	I:I Editing	RRI	Phonics	Inference Comprehension Pre teach read Words First/ Phonological Awareness	Reading/Maths Tuition
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At Alexandra Park Junior School, we encourage TAs to attend Staff INSET but are also aware that more specific training maybe needed. Therefore, weekly sessions are delivered on delivering and implementing a range of interventions. In some cases, outside agencies such as Speech and Language training TAs in more bespoke interventions to aid children's learning.

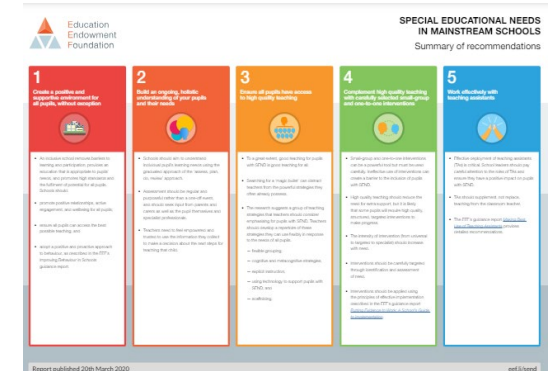


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Whole school focus

- SEND CPD (NASEN and Oldham Council – Graduated Response) – Each teacher has been given CPD time to research SEND and research how they can meet the needs of children with different needs.
- Bubble Writing
- Learning objectives – What do we want an individual to take from a lesson?
- Kagan and the importance of spoken language
- Ensuring all pupils have access to HQT – Focus on the 'five a day principle' set out by the EEF
- Focus on Special Educational Needs in a Mainstream School by the EEF.
- Our final whole school focus is around managing behaviours and supporting parents.





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TA CPD

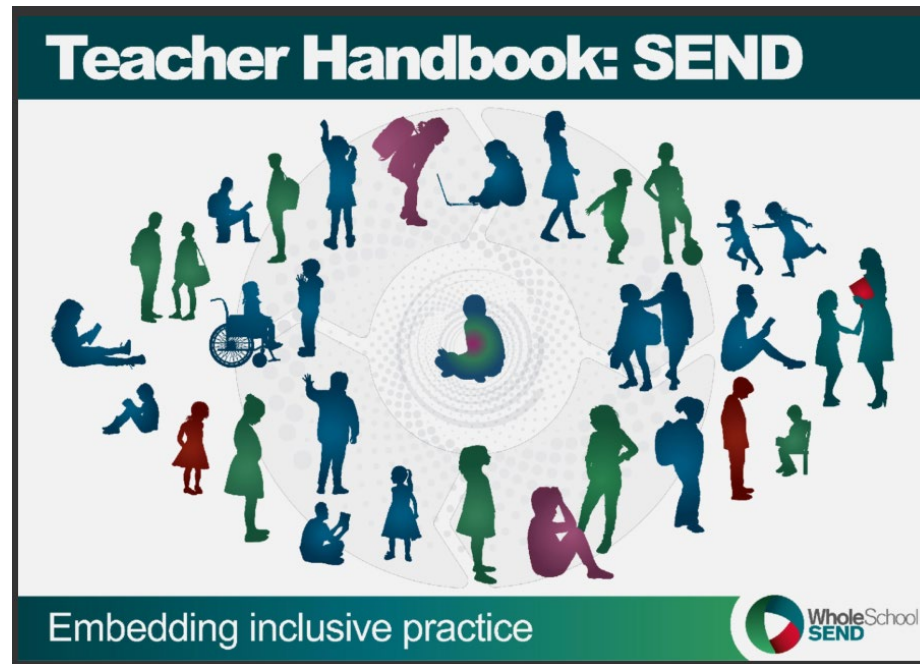
- Phonics
- Reading Comprehension
- Words First
- 1:1 Editing
- RRI
- Numbots and Basic Skills
- Jungle Journey – Fine and Gross Motor
- What is SEND? Focus on broad areas of need.
- Lego Therapy
- HLTA course
- Level 4 Teaching Assistant course



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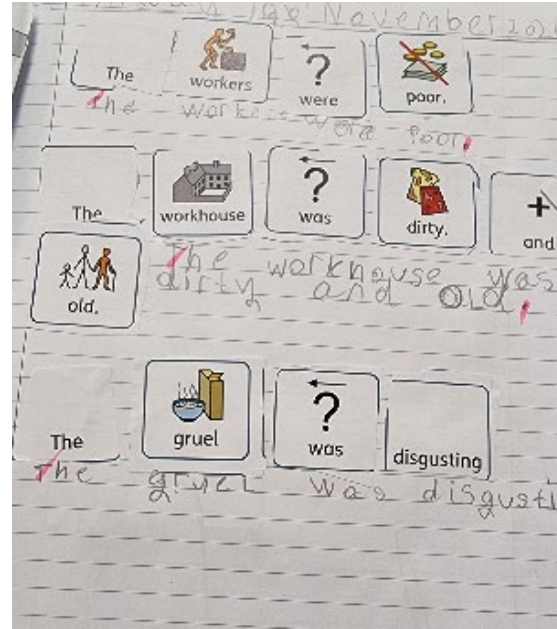
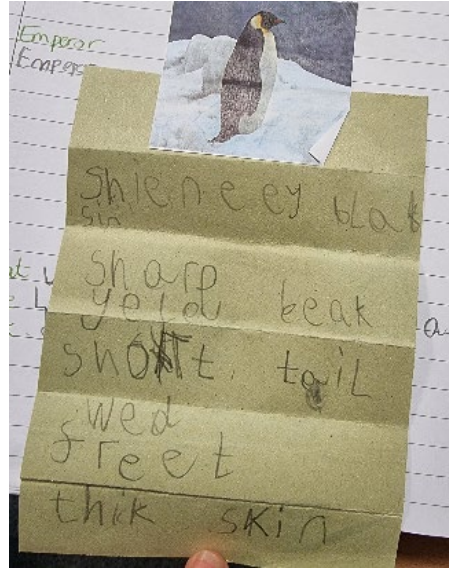
The SENCO has supported and coached staff in planning and delivering lesson that is ambitious and promotes progress for all children. This support has been given through planning meetings, drop ins and also outside agencies such as QEST. Subject Leaders have also helped in planning and coaching teachers and have accessed the NASEN Teacher Handbook in helping to deliver an ambitious curriculum for all.



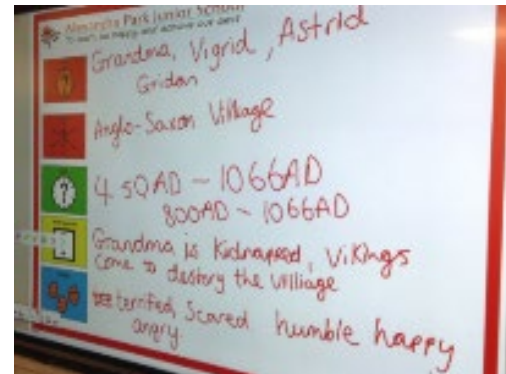
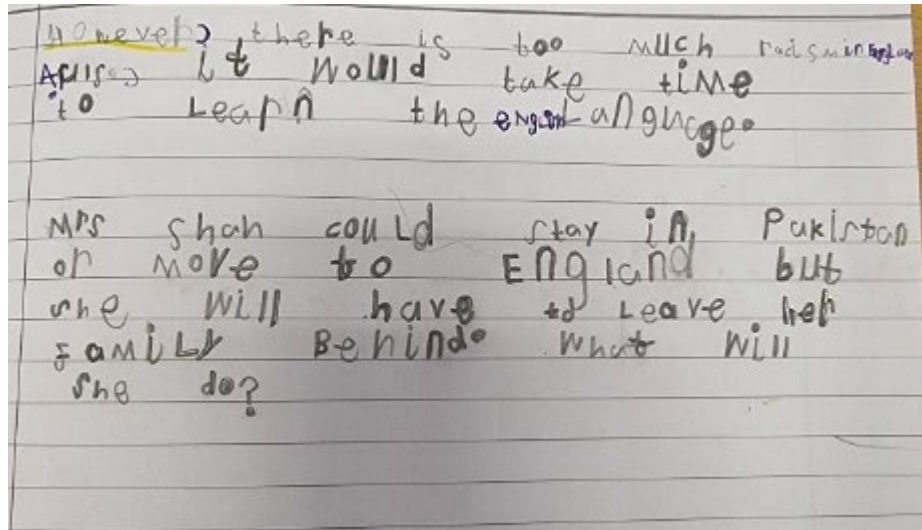
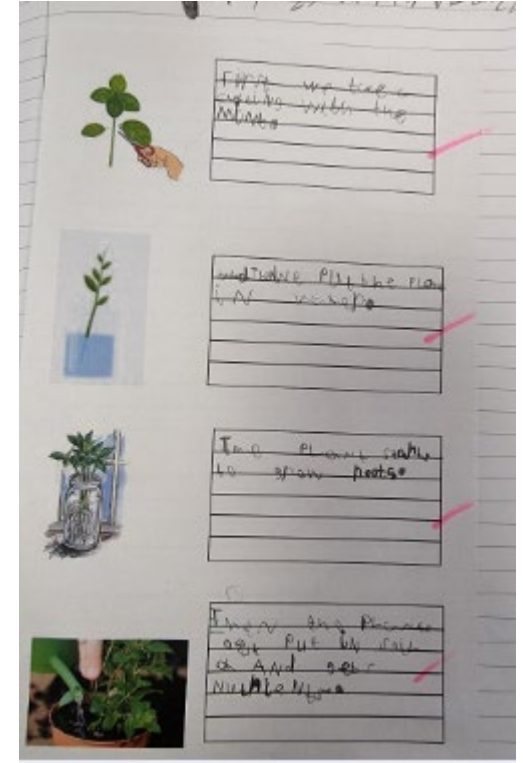


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Impact





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1839 Oct 1st day
 I was going to London and I walked 20 miles
 and a all day long in the hot sun and I did not
 get any rest at all. I was very tired and
 I had to stop and rest many times.
 I was very hot and I had to drink water.
 I was very tired and I had to rest many times.
 I was very hot and I had to drink water.
 I was very tired and I had to rest many times.
 I was very hot and I had to drink water.

Tuesday 7th May 2024
 How to make a real lithic arrow head
 I have invented an arrow head where not only the
 what I invented Arrow head is by protection
 what I have stone age people made Arrow head
 why stone age people made Arrow head
 I used to survive skin and animal for clothes
 and shelter. To kill animals for food.
 To protect their skin and save was
 hunters and gatherers. Archaeology is
 about Arrow head Archaeology. Next had got
 how to make a arrow head?

Then when rock of the pipe make a
 plate as edge thin the plate blinding
 the plate safe pressure of making then you
 keep on striking the rock until then keep
 on chipping the plate off.
 After the conclusion
 conclusion
 Warnings about safety when don't cut
 your self don't pull too hard
 don't lose your strength let your
 hands get away don't pull on the
 Animals will escape for far away.

b e to
 +
 Ibrahim
 J b b n km

Wednesday 1st May 2024
 Islam
 Muslims give money to charity.
 They read the Quran.
 Muslim fast in Ramadan.
 The Muslim house Mosques in
 Saudi Arabia.

Monday 2nd November 20
 I was very happy and I was very
 was like they were very.
 It was a very nice and a
 great and a very nice
 place.
 Monday 2nd November 20
 I was very happy and I was very
 was like they were very.
 It was a very nice and a
 great and a very nice
 place.
 I was very happy and I was very
 was like they were very.
 It was a very nice and a
 great and a very nice
 place.

Thursday 16th May 2024
 Ibig
 Out of the darkness Ibig my face black as a
 devil eye his eye are popping out so had his
 eye he look like a baby when killer his eye
 the so big.
 Ibig always makes he death have they every
 (looking but we do Ibig always have his
 dot under every coloring)
 Ibig giraffe body he bigger than other
 higher than me they bigger than a long his
 body as like a baby when killer his eye
 the so big.
 Ibig giraffe body he bigger than other
 higher than me they bigger than a long his
 body as like a baby when killer his eye
 the so big.
 Ibig giraffe body he bigger than other
 higher than me they bigger than a long his
 body as like a baby when killer his eye
 the so big.



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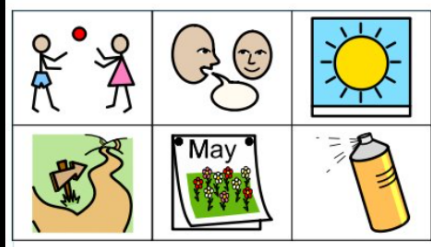
Impact



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Speed Sounds Set 1														
a	t	i	n	g	o	c	k	u	b	f	e			
h	sh	j	v	y	w	th	z	ch	q	x	ng	nk		
Speed Sounds Set 2														
ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3														
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious

play day may
way say spray



TN-Look at sounds, recap green words. Use sound buttons and then know what the words are. (match with the pictures.)

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)



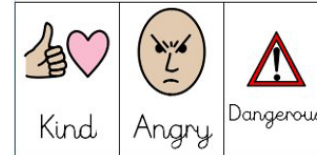
TLC: Can I work out the meaning of ambitious words/and/or phrases in context?

Steps To Success	Partner 1	Partner 2
I can use words I know to help me work out words I find difficult.		
I can read ahead to work out meaning.		
I can find relevant words in a text without prompting.		
Standards		
Have I written in cursive writing?		
Have I presented my best work?		
Are all my capital letters and full stops correct?		

Viking Boys: Week 1 - 1 * L2

Partner 1 _____ Partner 2 _____

? How would you describe Skuli?



? How do Gunnar and his family feel?

when the see Skuli?

What word tells us that Gunnar and his family are tired?

Coming to England: WKS 3

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

Explain how would you feel starting a new school in a new county?

TLC: Can 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 sensible and interesting questions about the text to help me understand it.		
Standards		
I have written in cursive writing!		
Have I presented my best work?		
Are all my capital letters and full stops correct?		

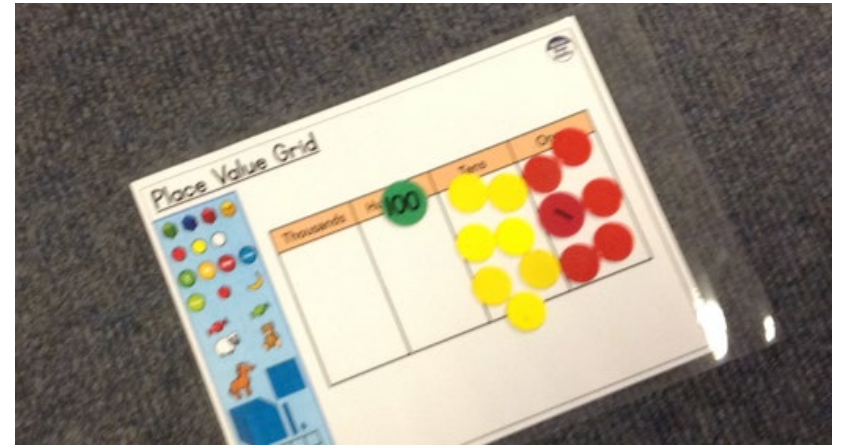
TLC: Can I discuss how an author builds a character through dialogue, action and description?

Steps To Success	Me	Teacher
I can make confident assessments of authors intent, referring in detail to words, phrases, characters and other devices used to manipulate readers' response. (***)		
I can consider what the author may have intended to achieve. (**)		
I can show understanding of significant ideas, themes, events and characters and with help, I can show that I have used inference and deduction. (*)		
Standards		
Have I presented my best work?		
Are all my capital letters and full stops correct?		
Have I copied words spell for me correctly?		



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IMPACT Child's Voice

Basic Skills Intervention

Mrs Hussain explains how I can answer a question and lets me practice. This gives me confidence.

Bubble Writing

Bubble writing helps me write letter the right way. I can read my work back.

Numbots

Helps me get quicker and it is fun. I collect points.

Pre-Teach Maths

Child A said that he will know the name of different lines and I know I will be working on this in my lesson.

Child B said I now know the names of different shapes and will be able to put my hand up in class to answer questions. I can help my partner in the Ping Pong.

1:1 Editing

1:1 Editing gives me time to look at my work with a teacher. I check that my work makes sense and edit my target.



IMPACT Child's Voice

Phonics

Phonics helps me to read words that are hard to read.

RRI

I work with the teacher who helps me solve questions I have got incorrect.

Jungle Journey

Jungle Journey is doing fun activities

Wellcomm

Wellcomm helps me learn new vocabulary. We use pictures and play games. It is fun.

Inference

We look at a short text and we break it into sections.



Impact

Early Identification of Need Project.

- Further understanding and use of Kagan in teaching and learning and understanding why we have a focus on this.
- QFT strategies considering the EEF SEND in Mainstream document
 - The 5 principles
 1. Flexible groupings
 2. Cognitive and Metacognitive
 3. Explicit Instructions
 4. Use of Technology
 5. Scaffolding
 - Looking at the effective use of TAs
 - Considering the emotional needs before learning starts



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I know what to put in place for a child I have concerns with and the steps I need to take

It has made me think carefully about provision for all children and strategies to barriers.

Raising awareness of different needs. E.g. home life etc. Knowing how to identify needs and relate planning to Rosenshine.

Lots of feedback and discussions. Examples helped develop practice.

It will help with the thought processes and implementation. To make sure I have covered all areas of support and it is in place.

Teach Voice – Feedback from EIN project CPD.



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Spotlights

In the summer of 2023, each subject's spotlight focused on SEND and what each subject looked like for children with SEND. This academic year, the focus has continued to be SEND with subject leaders supporting and coaching teachers within a given subject area.

Through the spotlights subject leaders and teachers have been able to focus on what SEND/INA children **MUST** know by the end of a unit.