

SEND INFORMATION REPORT 2014-15 – HYPERLINKS

Pupil's Profile:

CHILD'S NAME has moderate-severe delay in expressive language (SALT report DATE and DATE). He presents with erratic behaviour and often acts impulsively; his attention and responses are varied and often unconnected. He also has a very low self-esteem

Strengths:
Excellent problem solving skills

Difficulties:
-processing verbal information
-finds it difficult to follow instructions and often not aware that he is not following the instruction (due to difficulties in processing verbal-information)
-erratic behaviour, acts impulsively, not always thinking through consequences of his actions
-attention and responses are varied and often unconnected
-difficulties understanding complex sentences
-difficulties remembering new words
-difficulties finding the right word
-limited vocabulary for emotions, thoughts or feelings
-poor turn taking and difficulty starting and ending conversations/staying on track
-misunderstanding conversations
-difficulties understanding teacher feedback
-problems using language to negotiate in discussions or arguments

Strategies:
Use short simple instructions.
Give instructions one at a time and check for understanding
Repeat instructions using identical words rather than different ones.
Support oral presentations / explanations with charts, diagrams, pictures, real objects or mime
Concrete to Abstract –start with concrete questions, before using abstract questions. (Why? Is always abstract).
Use basic communication, before making abstract, cognitive language demands
Scaffold narrative with modelling and writing frames – for talking and writing
Ensure that the student has a range of opportunities to demonstrate their understanding rather than relying on responding orally to questions.
Plan for student's needing more time to think through problems.
Make clear links with what the student already knows when teaching new knowledge and vocabulary.
Slow down speed of talking.
Use visual strategies to support CHILD'S NAME ability to distinguish between similar-sounding words.

Cell A99 commented by Azemina Miftaroska

11:32 13/03/2015

Dates	Course Title	Staff
March-May 2014	Working with students with SLCN	All TAs
24th June 2014	Head teacher Conference – Information Session: Children and Families Act 2014 Implementing the New SEN provision	SENCO
3rd and 4th July	Ruth Miskin Literacy	Two teachers sent for 2 day training
7th July 2014	Lexia	TAs
1st September 2014	Safeguarding	All staff
19th June 2014	Behaviour Management in the Classroom	Teachers and TAs
22nd September 2014	SENCO Briefing Event regarding transferring Statements into EHC	SENCO
29th September	Engaging Students in Group Work – Constructive Group Learning	TAs
6th October	Using Questioning to support learning	TAs
13th October 2014	New SEN Code of Practice – Session 1 SEN Audit – Session 2	All staff
16th October 2014	Differentiating for students who speak English as additional language	NQT's and drop in for all staff
1th November 2014	ARK HUB DAY	All staff
4TH November	Additional Adult in the Classroom – working with TAs	All teachers and TAs
5th November 2014	First Aid Session – training on seizures, asthma, allergies, sickle cell, diabetes – Part 1	First Aiders
10th November 2014	Toe-by-Toe – reading strategies for dyslexic students	TAs, 6 th Form Students, Literacy Teachers
4th December 2014	Talk for Writing	All staff
10th December 2014	Local Offer Practical Session (Professional Network Meeting)	SENCO
12 sessions – from 14th January until 8th July 2015	National Award for SENCOs	SENCO

15th January 2015	Working with Challenging groups	NQTs and drop in for all Teachers
13th February 2015	ARK HUB DAY	All staff
26th February 2015	Pitch for lower attaining groups of students	NQTs and drop in for all staff
25th March 2015	Developing Positive Relationships	All staff
2nd April 2015	Re-cap Medical training (epilepsy, sickle cells, allergies)	All staff

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
Literacy (inc speaking, listening and communication)	<ul style="list-style-type: none"> • Whole school drive on developing oracy (Pupils' Talk) • Drive for Literacy • Academic pathways • Access Arrangements 	<ul style="list-style-type: none"> • TA in class-support • Smaller class sizes • Speech language and communication groups developing narrative, vocabulary and problem solving ('Taste and Evaluate' and 'Create and Relate' groups) • Read Write Inc Fresh Start and Toe-by-toe reading groups • Small group reading support • Handwriting group • LPU Literacy Provision for KS3 • Writing Tutorials for year 10s • Lexia and Success Maker • Access Arrangements 	<ul style="list-style-type: none"> • Speech and Language therapy • Educational Psychology input • Child and Adolescent Mental Health (CAMHS) • School Nurse • Place2Be counselling
Numeracy	<ul style="list-style-type: none"> • Numeracy across the curriculum 	<ul style="list-style-type: none"> • Developing memory skills • Mathematics 	

Social, emotional and mental health needs	<ul style="list-style-type: none">• Bespoke tutor programme developing students Social, Emotional and Mental Health needs during a tutor period and year assemblies• Lunch time club and Breakfast club• Homework clubs (English, Maths and Science)• Improving organizational skills• Social-Skills group• Study skills	
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