



Little steps leading to *big strides* in progress

Inclusion

Autumn Term 1 2018

What do we do to support pupils with SEND?

We follow the Plan, Do, Review model:

- Assess the level of need
- Plan level and type of support needed in the classroom including personalised/ group learning, level of scaffolding, the use of concrete resources e.g. word mats and numberlines and the allocation of adult support
- Plan interventions
- Deliver intervention programmes
- Review and feedback to pupils and parents
- Consult outside agencies if required

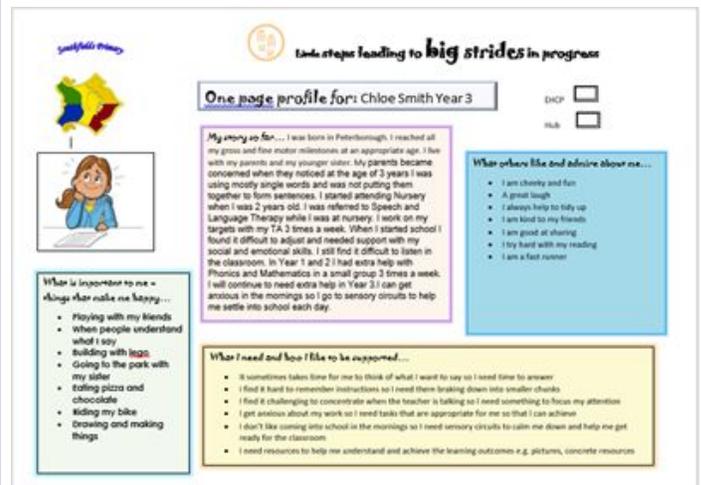
Purple 'Big Strides' books (our new IEPs)

This year we are introducing:



Each pupil identified as having Special Educational Needs (SEND) will have a purple book which contains their one page profile.

This will be created as a collaboration between school, pupils and parents. It includes the child's story so far, what is important to them and what helps them.



This is a fictional example of what a profile may look like (we will obviously use a real photograph of your child - say cheese everyone!).

If you have a child identified as having Special Educational Needs their class teacher will be contacting you so that you can discuss which important information about your child should be included in their profile.

Targets will be set each half term in collaboration with pupils and parents. We aim to make targets **SMART**:

- Specific
- Measurable
- Agreed upon/ Attainable
- Realistic
- Time-based

Targets will be continually discussed with pupils and progress towards them measured and celebrated. Targets will be reviewed before new targets are set. Parents will be asked to contribute during face to face meetings or through telephone or Dojo conversations.

 **Little steps leading to big strides in progress** 

Name: Chloe Smith Class: 35R Date: 07.09.2018

Targets: 1. To sit for 10 minutes, daily during whole class sessions, 3 out of 4 times daily to increase my ability to access the curriculum. 2. To be able to read 8 new high frequency words (the, was, went, like, my, to, go, he) 80% of the time so that my reading is more fluent. 3. To be able to quickly recall times tables facts (2s, 3s, 5s and 10s) 80% of the time so that I can use them to solve real life problems.	Provision: 1. Bubble cushion on my chair, adult to use symbol cards to remind me of good listening skills, adults to ask me differentiated questions to check my understanding. 2. 'Precision Teaching' with my TA 5 x week for 10 minutes to help me read words on sight. 3. 'Rockstars' times tables online resource 3 x week for 30 minutes with an adult to monitor. Practice at home with Mum.
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SALT Targets:
 I have Speech and Language Targets **Y6/7/0** See Speech and Language report for additional longer term targets to be completed alongside **End of year 6**

Steps I have made: (TA/Teacher) <ul style="list-style-type: none"> ✓ You can sit for 10 minutes during whole class sessions 2 out of 4 times. During Mathematics you can often sit for longer ✓ You can read all 8 words almost 100% of the time and you have also heard to read she and all ✓ You have loved using 'Rockstars' and can now do this independently. You have been practicing at home with Mum. You have achieved your target for 2s, 5s, and 10s. 	I am proud I can now: <ul style="list-style-type: none"> ✓ Join in more at the beginning of lessons. I don't need my reminder cards as much ✓ Read all my words really fast without sounding them out ✓ Do 'Rockstars' by myself and I get it all right because I'm good at times tables 	I'm proud my child can now: <ul style="list-style-type: none"> ✓ Take part in lessons more with the other children. I have noticed at home that she will sit for longer doing colouring or playing with the lego ✓ Read her book with me at home. I could never get her to read before but she wants to show me she can read the words. She still gets cross when she can't remember them ✓ Do her maths with less help. She now enjoys it and wants to practice all the time at home
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At the bottom of the target sheet is space for the teacher to comment on your child's progress towards their targets. There is also space for your child to say how proud they are of what they have achieved. Of course, we value your opinion too. To make it a truly collaborative experience it wouldn't be complete without your comments. Tell us about the little things you have noticed and what has made you proud.

We are going to collect evidence of your child's progress in their purple books. This may include copies of their work, test results e.g. weekly spelling or times table results, photographs and reflections your child has made about their learning. This will create a learning journey which will be regularly shared with pupils and their parents.

We are looking forward to working more closely with pupils, parents and their families.



If you have any questions or would like further information please contact your child's class teacher or the Inclusion team via the school office.

This is a fictional example of a target sheet. The top half sets out each SEND pupil's targets for the half term. Next to this will be the provision that will be put in place to support the child to achieve their targets. In other words what we are going to do in class and as additional interventions to help your child make progress. This may also include how you can help at home e.g. with reading, learning spellings or times tables or with confidence building activities etc. As a school we really feel that the best way to support pupils in their little steps to success is to all work together.