

Strategies/Interventions for 2018-2019 with SEN K and ECHP students to help maintain/improve progress of these students in KS3 and KS4

KS3 - Identification

- Student files for those on SEND register at Primary School sent to SENCo
- SENCo attends transfer meetings for those on EHCPs (if invited), or considered to be very needy by Primary School SENCo, in Year 6 to identify and discuss possible support required
- Year 6 students screened during GEXP for Reading Ages and spelling ages to identify those potentially needing support.
- KS2 data analysed to see which students are not Secondary School ready for Literacy (reading & writing) and numeracy.
- **NEW: LEXIA log-ins sent to all Year 7 students with a KS2 score <95 to complete work over the summer holidays**
- **NEW: All Year 7 students with a KS2 score <95 receive LEXIA support at lunchtimes and not removed from lessons**
- Data shared with all teaching staff at Glebelands to inform **Quality First Teaching** Intervention strategies required for those students (Wave 1 intervention)
- In September, all Year 7 students complete MIDYIS testing - a baseline assessment for secondary school for students aged 11-14, designed to measure student aptitude for, and attitude to, learning.
- Students who join the school after Year 7 are tested by the SENCo for reading and numeracy to identify if additional support is required

KS3 – Interventions/Catch-up

- **Catch-up Literacy** – Catch Up[®] Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Catch Up[®] Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers. Currently four Year 8 students are finishing this intervention, started in Year 7. There is one more Year 8 student to do this then the intervention will move to Year 7 students.
- **Reading groups** – students in Years 7, 8 and 9 who have low reading ages attend small groups (4) to read for 2 x 20 minutes/week at lunchtime. A boy and a girl group exists for each year group and it is run by an LSA. STAR reading tests carried out by the English Department provide the SEN Department with an additional benchmark starting point and when progress is made to bring in line to within 1-2 years of students' chronological age the next batch of students is selected.
- **LEXIA** – Lexia is the new literacy programme chosen to replace Nessy which only really appealed to Year 7 students, designed to help students of **all**

abilities learn to read, write & spell, especially those who learn differently, including students with dyslexia and EAL. Students with significant literacy issues with their own language are targeted for this intervention. Currently three students in Year 8 are totally withdrawn from languages to work through this programme. There are 100 levels.

- **ELKLAN** – in the summer term of 2017 one of the LSAs became ELKLAN trained, to deliver and support students with a speech, language and communication need. Now the LSA is working with 3 students with an EHCP who are legally required to have 1:1 sessions of ELKLAN/week to support the half termly speech therapy provided by SALT to some of these students and in addition she is delivering an ELKLAN session to other EHCP students to support their language, communication and organisational skills.
- **NEW: ELSA** – we are very fortunate to now employ a **trained ELSA** who helps to support students with transition, anxiety, friendships and organisation. She runs a drop in club every lunchtime which is regularly attended by up to 8 students who either have ASD and find they need time out from the social side of school; high anxiety or issues with transition and/or friendships. In addition she has two slots on the timetable to be able to do targeted interventions with students who initially needed extra support with transition in Year 6. They play games, lego, chat and relax in a quiet area. This is likely to be a 6-8 week intervention and then new students selected. This is a great addition to the department and an intervention that was lacking until now.
- **NEW: 1;1** – social stories for ASD students. This year we are able to offer two 1;1 slots on the timetable to support students with ASD. This is a recommended strategy to support students with socialisation issues. The LSA aims to see one or ideally two students on rotation or as the need occurs.
- **In class LSA support** – students with an EHCP (11) are legally entitled to a certain amount of hours of support. Dependent on the hours allocated support is initially offered in the core subjects (English, Maths and Science) and then as hours allow to Geography, History, RE, DT, IT and Languages in addition. It is up to the class teacher how the LSA is deployed but they usually sit with the student and may read or scribe for them; offer further explanation of the task; and keep them on track and focused. Other students on the SEND register can also access the support from the LSA in these lessons, but the support is primarily there for the student with an EHCP.

Touch Typing – Touch typing is offered at two lunchtimes to students in Year 9 (10 & 11) who regularly use a laptop in lessons and need to improve their typing speed for GCSE exams. Currently 5 students attend.

Young Carers – the HSLW is responsible for Young Carers and supports those students who are young carers. With the SENCo she runs a half termly lunch and a termly visit/activity for students who are young carers.

Quality First Teaching – Wave 1 intervention – all teachers are expected to deliver QFT strategies in their lessons. This includes differentiation, chunking instructions/activities, seating students to accommodate hearing or loss with vision; larger font worksheets; visual reminders; lists of key vocabulary and allowing students thinking time before expecting an answer. Teaching staff are regularly reminded of this expectation and strategies are regularly shared by the SENCo for individual students – though they would benefit all students,

HSLW – Our Home School Link worker supports students with Social, emotional and mental health issues (SEMH). She currently has 1:1's with some students at KS3 who are deemed to have significant issues with SEMH and need that regular support and contact. In addition the HSLW is available to see students when a particular issue crops up and they need someone to talk to – possibly linked to issues at home or with friends. She works with students who have low self-esteem; anxiety, issues around self-harm and eating disorders – to name but a few. She is also a DSL and so actions most of the safeguarding issues that arise in school and makes the relevant referrals.

KS4 - Interventions

In class LSA support – students with an EHCP (11) are legally entitled to a certain amount of hours of support. Dependent on the hours allocated support is initially offered in the core subjects (English, Maths and Science) and then as hours allow to Geography, History, RE, DT, IT and Languages in addition. It is up to the class teacher how the LSA is deployed but they usually sit with the student and may read or scribe for them; offer further explanation of the task; and keep them on track and focused. Other students on the SEND register can also access the support from the LSA in these lessons, but the support is primarily there for the student with an EHCP.

Study Support Option – students who are identified as needing extra support with their learning are given the 'support flightpath' at KS4. This means that they take one less option at KS4 and have one extra Maths lesson, one extra English lesson, both delivered by specialist teachers, and one support lesson taken by the SENCo for support with homework, controlled assessments or any classwork that they have not understood. Currently, nine students in Year 10 and seven students in Year 11 take this option. These are usually students who have been removed from Languages due to very low scores at KS3 and/or have an EHCP.

Bespoke/reduced timetable – the two students in Year 11 with EHCPs have bespoke/reduced timetables. It was felt that they would benefit from dropping two GCSE options. One student attends the Normandy Therapy Project on a Friday following successful intervention at KS3 with this activity and is completing two days extended work experience with Cranleigh Parish Council. He really enjoys Gardening and this is an area in which he is likely to be employed in the future after completing an apprenticeship at Merrist Wood.

He is working on City & Guilds Qualifications alongside. This is the right decision for this student to enable him to have some success at KS4. On the two days in school he has 1:1 and lessons to support qualifications in English & Maths, including Hegarty Maths, Lexia and ELKLAN.. The other student with an EHCP has six lessons of 1:1 support – half for specific literacy & numeracy interventions and half for homework/NESSY intervention. This will hopefully allow for success at KS4 too. Entry level qualifications are also being explored for these two students in English and Mathematics.

Toe by Toe – a specific intervention for one student with an EHCP in Year 11. This is a daily 15 minute intervention to improve dramatically improve literacy for students with very low reading ages and/or dyslexia. This occurs either in his 1:1 sessions.

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