# SEND PROVISION

**EARLY INTERVENTION AND SCHOOL STRATEGIES** 

Rachel Ford - Bannockburn Primary School,
PLUMSTEAD

Key Stage 2		
Reading	% Level 4+	
	% Level 4B+	
	% Level 5+	
	% Level 6	
	APS	
Writing	% Level 4+	
	% Level 5+	
	% Level 6	
	APS	
Maths	% Level 4+	
	% Level 4B+	
	% Level 5+	
	% Level 6	
	APS	
	% Level 4+	
Reading, writing	% "Good" Level	
& maths	% Level 5+	
	APS	

2015		
School	RBG	National
100%	93%	89%
100%	87%	80%
95%	57%	48%
0%	0.1%	0%
32.7	29.8	N/A
98%	91%	87%
50%	49%	36%
5%	7%	2%
30.1	29.5	N/A
100%	92%	87%
95%	85%	77%
75%	53%	42%
36%	14%	9%
33.7	30.4	N/A
98%	87%	80%
95%	79%	69%
50%	35%	24%
32.6	30.0	N/A

## School Action (48% of total SEN)

School based interventions and differentiated curriculum.

The pupil:

Has sensory. emotional or physical problems.

Has communication and/or interaction difficulties.

### **School Action Plus (46% of total SEN)**

School calls on external specialists' help if despite having had an individualised programme and/or concentrated support under School Action, the pupil:

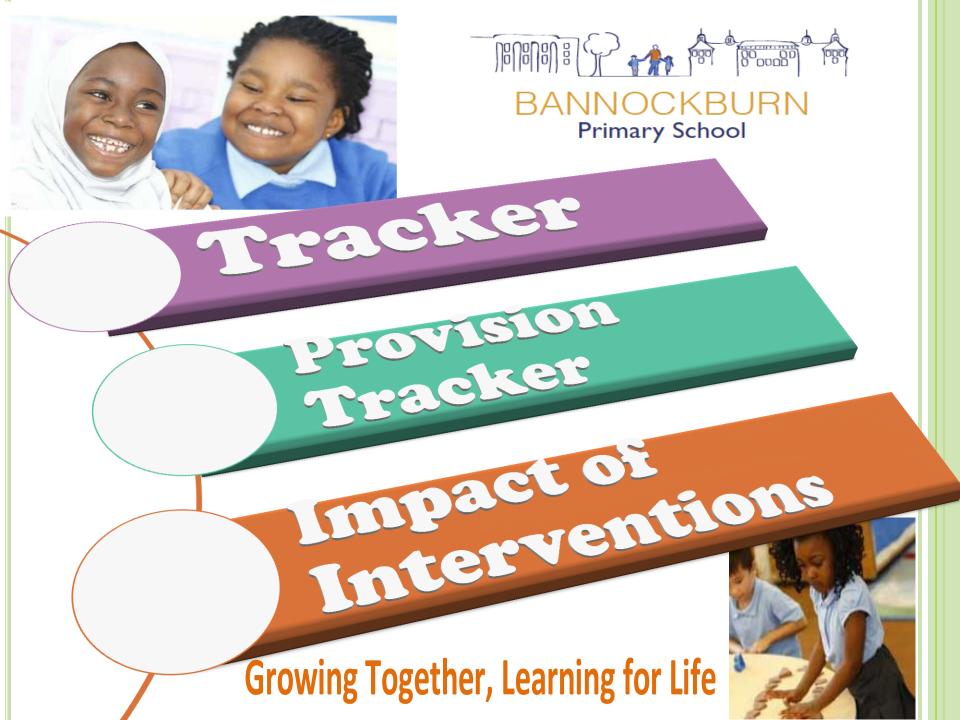
Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

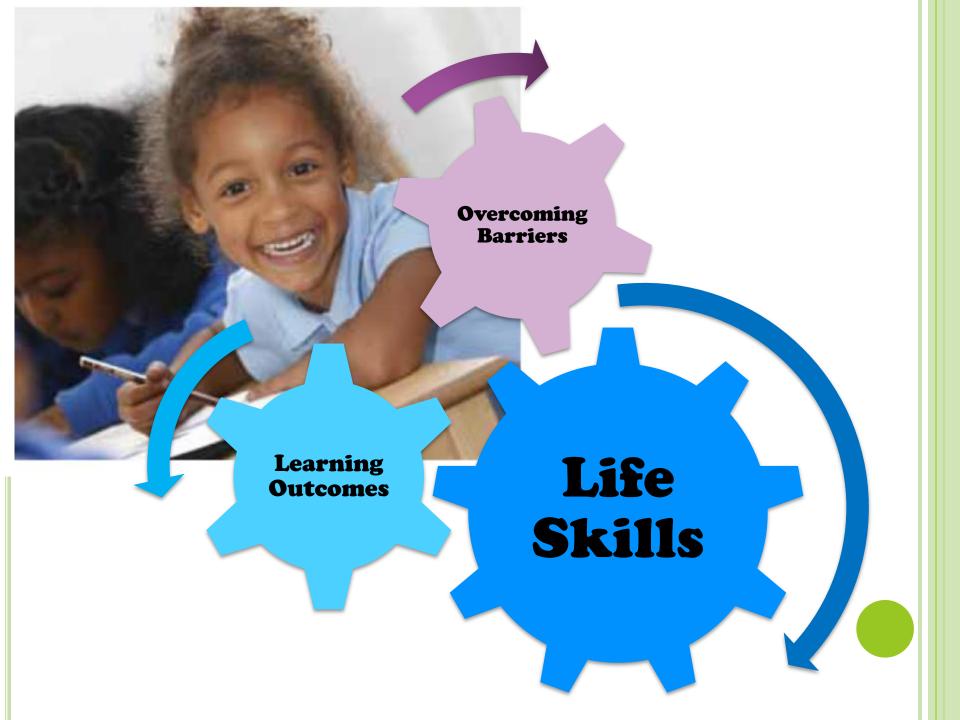
### Statementing (6% of total SEN)

Statementing proceeds when the LEA is satisfied that the child's needs meet the criteria of being severe, complex, multiple and affecting life-long learning; have not been met by measures taken by the school and may call for resources which cannot reasonably be provide within the budget of a main steam school.



# EARLY IDENTIFICATION

- Home visits
- oLiaison with other settings and schools
- •Reports
- Observations
- •Baseline assessments
- External assessment if required





# INCLUSION TEAM

Inclusion Leader
Deputy Inclusion Leader
2 SENCOs

2 Learning and Behaviour Mentors
Learning Mentor with ASD Specialism
Learning Mentor, Family Liaison and Attendance
Officer

Teaching Assistant and Attendance Advisor
Learning Mentor and Admissions
School Counsellor
Bereavement and Loss Counsellor

2 Domestic Violence Counsellors

## OFSTED 2014

- Behaviour is outstanding and attitudes to learning are excellent. They apply themselves to working on their own but equally are happy to collaborate with each other.
- Movement around the school and during break time outside is always calm. The atmosphere within the dining areas reflects this positive climate. Pupils conduct themselves appropriately during more public occasions such as assemblies and enjoy listening when the success of other pupils is celebrated.
- Pupils say incidents of poor behaviour are very rare and that different forms of bullying, including cyber bullying, do not happen.

The school's work to keep pupils safe is outstanding.
Pupils are enthused about how their teachers care for them.
They appreciate how much teachers and other adults do to ensure their well-being.
Pupils say adults always listen and act should they need help.

Pupils are respectful of one another, are tolerant and say they get along very well together.

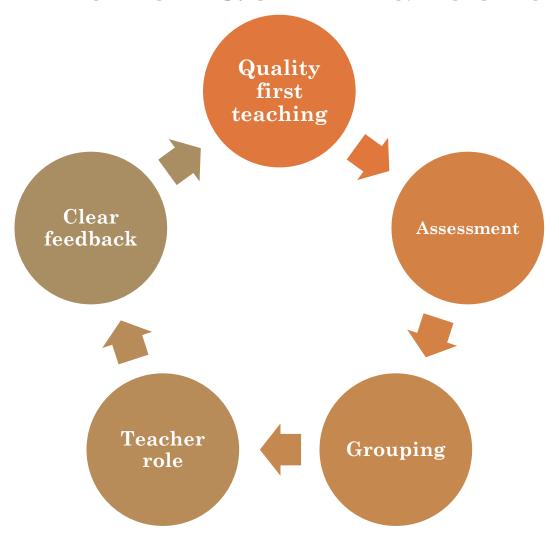
# **VALUES**

COOPERATION MAIRNISS HONESTY RESPONSIBILITY RESPECT THOUGHTFULNESS

# WEEKLY PLANNING

What are the key elements that you believe should be in planning for Teaching and Learning?

# IMPACT OF GUIDED GROUPS



# Nurture Group

# PARENTS/CARERS

# DECISIONS TO MAKE

- In class or withdrawal sessions
- Within the whole class session or additional (follow up sessions)
- Staff allocation?
- How will you gather information about the children?
- Where do your staff need further support and development?
- What systems do you have in place and how might they be made more effective?
- How will you monitor the effectiveness of your provision?



The whole of the school community feel welcomed and supported in their roles to continually improve the quality of children's learning.

Children make exceptional progress as a result of staff continually striving for the best learning experiences.





All children to feel valued.