

PARK SCHOOL

Accelerated Learning Department Manual

| | | |
|------------------------------|-----------|----------------------------------|
| SENDCo | | Miss R Mellows |
| Medical and Pastoral Lead | | Miss E Whitbread |
| Other Learning Support Staff | Reception | Mrs P Latini |
| | Year 1/2 | Mrs A Thornton Mrs S Teasdill |
| | Year 3/4 | Miss E Langford Mrs F Ahmed |
| | Year 5/6 | Miss E Dixon Mr D Parum |

1. FRAMEWORK

This booklet is designed to assist you to help those children in your class who need additional support with their learning. There are different levels of support in and out of the classroom.

In addition to this manual, staff should ensure that they have read the Park School Special Educational Needs Policy (including the Accessibility Plan).

The needs of all of our pupils, including those with learning difficulties/disabilities are met within the following graduated framework:

| Level of Need | Response |
|--|--|
| Wave 1 - all pupils | Quality First Teaching for all children. Teaching is adaptive for all pupils within the range of abilities that we usually find in our mixed ability classes at Park School. |
| Wave 2 – Targeted learning support for pupils provided free of charge by the school internally, often in small groups. | Examples of such support include:- <ul style="list-style-type: none"> • Handwriting support • Early Literacy Support (focusing on Phonics) in Years 1 and 2 • Literacy Support focusing on Phonics, Spelling and Reading for Years 3-6 • Maths booster group Years 1-6 Other support from internal staff includes:- <ul style="list-style-type: none"> • Speech and Language teaching • Social Skills teaching • Gross and fine motor skills development Pupils should be referred to the SENCO or Pastoral Lead via the inhouse referral form. |
| Wave 3 – one-to-one lessons from specialist teachers (charged to parents), or other support from internal staff or outside agencies, in order to help with learning difficulties/disabilities. | . Receive one-to-one lessons from teachers (charged to parents), or other support from outside agencies, in order to help with learning difficulties/disabilities. Outside agencies may include Speech and Language Therapists, Paediatricians, Physiotherapists, Hearing and Vision Support Service etc. |
| Children who have a Local Authority Education and Health Care Plan (“EHC Plan”) | Suitable and appropriate support for children with an EHC plan will be considered and implemented on a case by case basis |

- All pupils receiving support in wave 2 or 3 appear on our Monitoring list on SharePoint.
- Only pupils with diagnosed learning difficulties/disabilities are categorised as pupils with SEND and appear on our SEN register
- Provision is fluid. Pupils may receive support at one or more levels at the same time and provision is reviewed termly and adjusted as needs/availability change.

Parents should be informed and involved at every stage of the support provision. They may need advice to support their child’s needs at home.

2. DOCUMENTATION

For all pupils: Each child referred to the SENDCo has a SEN folder. In their folder they each have:
 SENProvision List: Includes notes about past provision and medical conditions (if relevant) for pupils.
 SEN Reports/letters: Hard copies with SENDCo and electronic copies in this e-file

2.1 For 1:1 lessons

| | |
|-----------------|--|
| Target sheets: | Targets are set by the class teacher and are in the back of Learning Books for lessons with their 1:1 teacher... These are discussed with parents at Parent's Evening . See section 3 below for more details. |
| Progress Sheet: | A termly review sheet filled in by class teacher and support staff including Parents' comments from review meeting/s which are sStored electronically in child's SEN folder. See section 4 below for more details. |

3. TARGET SHEETS

English and Maths targets are set by class teacher/1:1 teacher to guide teaching and support lesson planning. Targets need to be observed 3 times by anyone supporting/teaching the child and dates added. The targets are continually reviewed and progress is discussed with parents at the termly parent/teacher evenings.

3.1 Targets should be SMART:

| | |
|--------------------|--|
| S pecific | based upon the individual pupil's identified needs to aid progress in the classroom. |
| M easurable | set to be achieved on 3 occasions |
| A chievable | confidence works wonders |
| R ealistic | achievable in a short timespan |
| T ime bound | so that they can achieve them easily and experience success |

3.2 Everyone who teaches the child; class teacher, support teacher, TA, subject specific teachers have a part to play, but the class teacher is the main source and organiser of the support. Target sheets must therefore:

- be used where the child needs support in the classroom as well as in the support lessons. Targets cannot cover everything but should cover the most appropriate areas.
- be used and annotated as working documents within the classroom and elsewhere.
- be reviewed by everyone who supports/teaches the child.
- be discussed with parents as part of the progress review at Parent's Evening.

4. PROGRESS SHEETS

Progress sheets should be completed (with parents comments) after Parent's Evening. Next term's provision can then be reviewed and adapted by the SENDCo as required.

Park School Progress Sheet

Name:

Class:

Class Teacher:

Support Teacher(s):

Date:

Class Teacher's Comments:

Support Teacher's Comments:

Attitude in lessons:

Homework:

Progress:

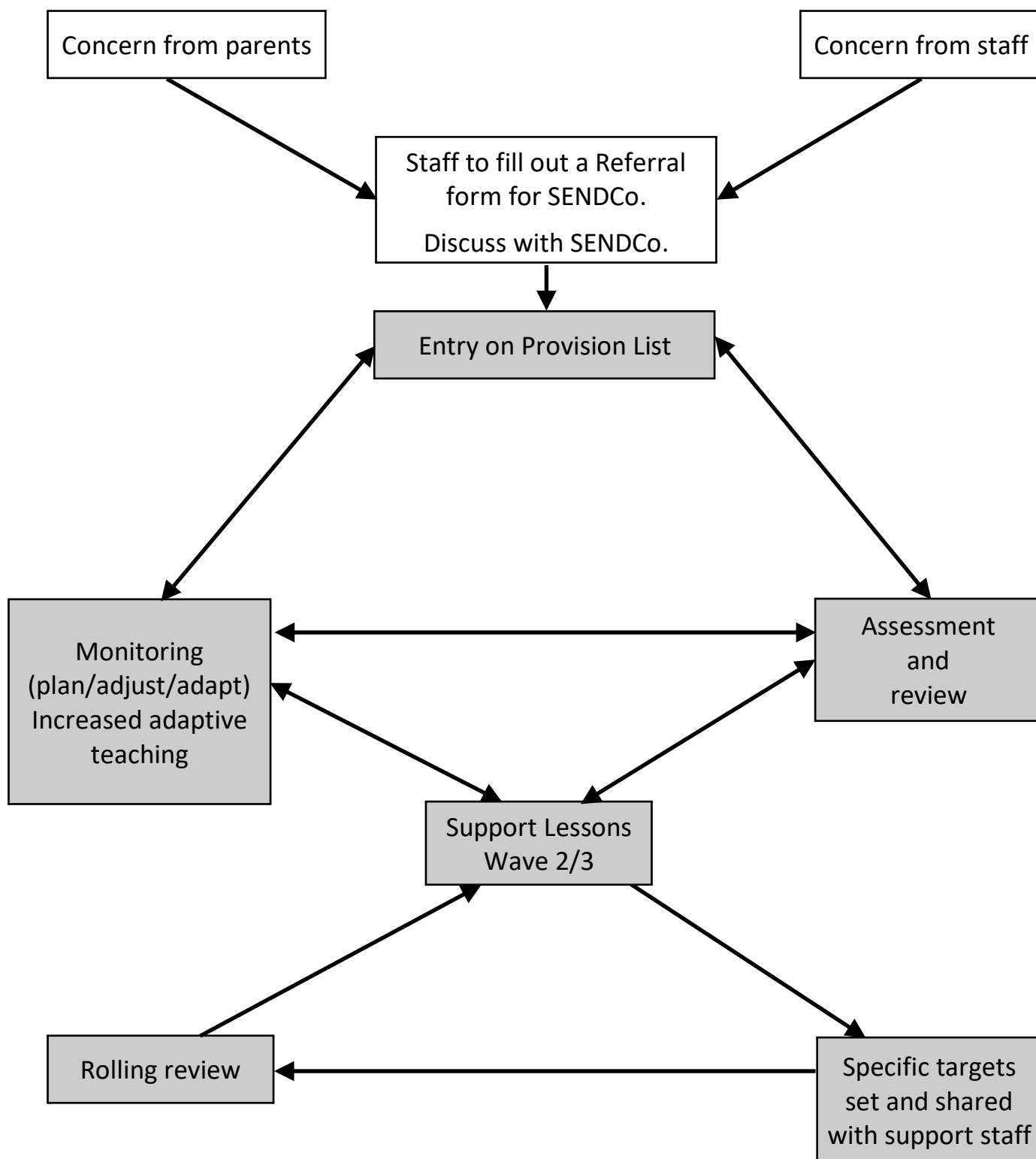
Parents' Comments to Class Teacher:

Parents' Comments to Support Teacher:

Provision next term:

6. REFERRAL PROCESS

Referral/Provision Flowchart



7. HOW CAN THE ACCELERATED LEARNING DEPARTMENT HELP?

7.1 Wave 1 Specialist Resources available for classrooms

- Phonic resources
- High interest/lower reading age books
- Sequencing skills resources
- Listening skills resources
- Motor skills/occupational therapy resources
- Handwriting programme
- Social skills resources
- Maths resources
- Fidget toys
- Chair bands
- Theraputty
- Wobble cushions
- Pencil grips
- Reading rulers

Wave 2 Groups (as required)

Morning booster groups are available for all year groups (Years 1-6).

Class teachers adapt the groups according to the needs to the class.

Wave 3 (Individual Lessons)

1:1 teacher lessons covering English and Maths.

N.B. There are additional fees payable for these lessons. Lessons are arranged through the SENDCo.

8. FURTHER INFORMATION

The SENDCo can provide links to websites and more information regarding specific special needs.

Access to further information and guidance is available via the local offer link:

[SEND Guide for Parents and Carers](#)

More detailed information, resources and books for staff are also available from the SENDCo.

9. INSET

Courses are available on SEND issues - ask the SENDCo. Courses should be requested through the Director of Studies.