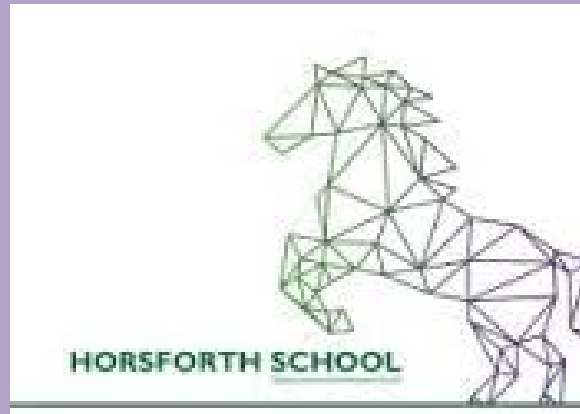


# SEND Provision @ Horsforth School



## Y6 Parents' Information session

# Expectations

- Same opportunities
- Same curriculum
- Same expectations
- Same procedures and protocols
- Explanations of need, not excuses by need

+Added support



Who do I ask about support for my  
child?

Who will support my child?

# Our support model

- ✓ FT first point of contact
- ✓ Teaching staff
- ✓ YC, PBO
- ✓ SENDco
- ✓ Deputy SENDco
- ✓ SEND practitioners
- ✓ Teaching assistants
- ✓ Assistant Headteacher for SEND and Inclusion



What support will they get?

How will I know what support my child  
is getting?

How often is this reviewed?

# Our Curriculum Model

- All groups are mixed ability apart from maths where they are split into H, M, L
- Transition groups support our weakest students who need extra literacy and numeracy support-small number identified on SATs scores and primary info
- Languages to GCSE for all-only 1 language studied at y7 now instead of 2



# Quality first teaching



- Most needs will be met in class
- All teachers are teachers of SEND
- Differentiation by task/support materials
- High challenge for all but high support where needed
- 4 'groups'-maths, English, PE, other, form

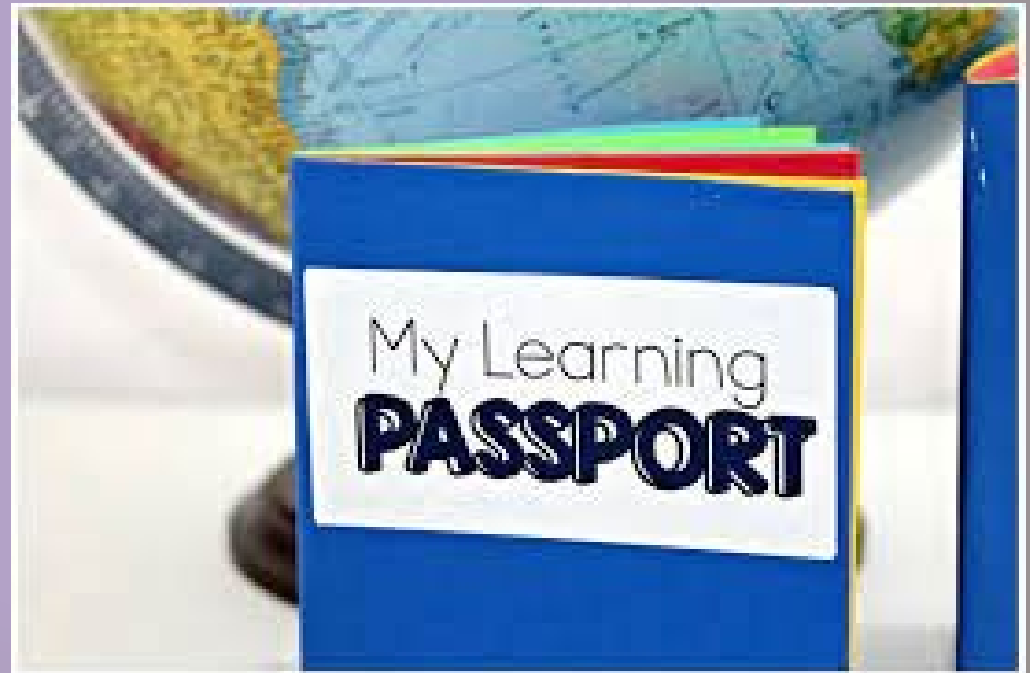
How do staff know? Whose responsibility is it?

Seating plans online show SEND, learning passports, class register, SEND briefings with key staff as and when needed, email updates to staff



# Our support model

- Support in class through QFT from teacher





# LINK provision

- Some one to one and small group teaching
- Social times



# LINK provision

- Some one to one and small group teaching
- Social times



# Intervention groups- Oct onwards (based on progress) (see log)

- Literacy Numeracy Development
- Dyslexia strategy sessions
- Daily reading boosters
- Managing my emotions work/Anger gremlin/Anxiety gremlin
- SLCN skills
- EAL support
- Handwriting
- Social skills groups
- Touch typing/Access arrangements
- Organisation check ins
- Homework support

*Oct onwards as students need to get used to our systems, buildings and expectations in the first few weeks. My team will complete observations in the first few weeks to see how students are getting on and support will be allocated from there*

# Mentoring



- Peer
- Staff





# External agency support

- Cluster support



- Specialist agency support-STARs, EP, DAHIT, VI team, SENIT
- If they work with agencies, this can continue



EDUCATIONAL  
PSYCHOLOGY

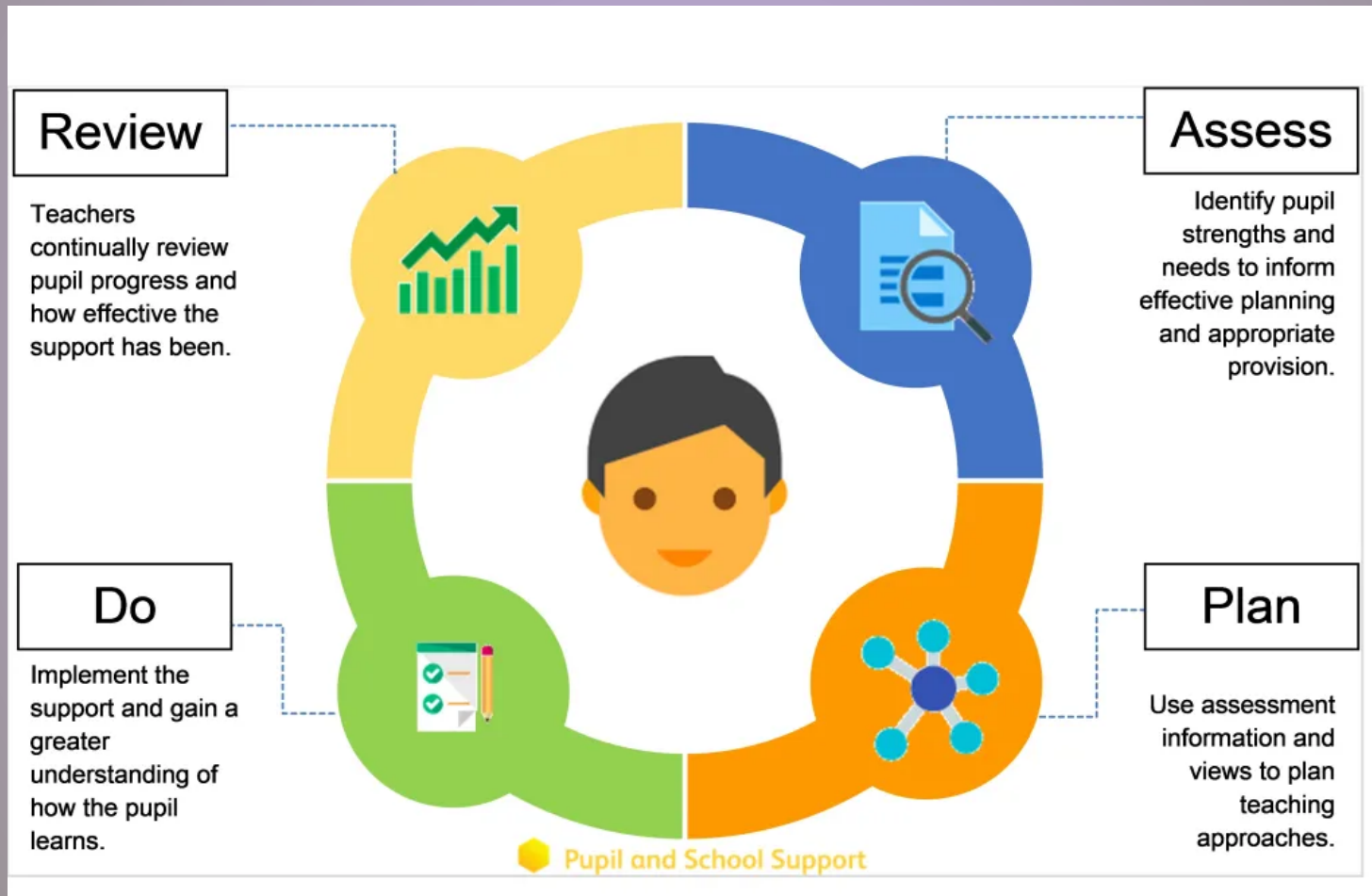


# How do I know what progress they are making?

- SIMS app-details to follow at new intake information evening in June
- Progress review 4 times a year +report (academic and ATL) in planner and online
- Attendance data
- Behaviour data
- Parents' evening once a year
- Staff calls home
- Speak to YC and PBO



# Annual passport reviews



Or as required



How will people know what my child's needs are?

Will they understand these?

What training do staff receive?

# Sharing information



Primaries share information with us via SEND profile and handover meetings

Training in September to share key messages with staff

Learning passports central area-all staff have time to read in sept and have to confirm they've done so

Student Name Yr  
My Learning Passport

Date: May 2021 Key Worker: KLM

To be reviewed annually

<b>SEND:</b>
<b>SEND Profile for the year 2021-2022</b>
<ul style="list-style-type: none"><li>• Read back instruction into photo</li><li>• Write instruction on the board</li><li>• Use the arrow to find the page file</li><li>• Copy the page onto the sheet</li><li>• Copy to writing in each case of work for the end of the year</li><li>• Use the arrow to find the page file</li><li>• Copy to writing in each case of work for the end of the year</li><li>• Use the arrow to find the page file</li><li>• Copy to writing in each case of work for the end of the year</li></ul>
<b>SEND Profile for the year 2021-2022</b>
<p>Working with the SEND team each week on strategies I can use</p> <p>Copy into the SEND book</p> <p>Track learning</p>
<b>My Goals</b>
<p>If I can practice handwriting more I can write faster and better</p> <p>If I can read more I can read faster</p>
<b>Support and Resources</b>
<p>Support: Mrs. KLM</p> <p>Resources: Mrs. KLM</p>
<b>Parental involvement</b>
<p>Parental involvement: Mrs. KLM</p>

# A learning passport-1 page profile

Details SEND need  
Strengths

Areas to develop

Targets to work on

<p>Student Name <u>Yr</u></p> <p><b>My Learning Passport</b></p> <p>Date: May 2021 Key Worker: KUM</p> <p>To be reviewed annually</p>	
<p><b>Breakdown</b></p> <p>Class: 4 (Support of Speech)</p> <p><b>What works well for me / Learning strategies</b></p> <ul style="list-style-type: none"><li>• Breakdown instructions into steps</li><li>• Write instructions on the board</li><li>• Tell the class/ board the paper like</li><li>• Use the letter spelling mat</li><li>• Correct spelling through point of card for me and under the mat</li><li>• Allow me to write using a laptop for assessments</li><li>• Use the spelling frame to help me start writing tasks</li><li>• Use the spelling frame to help me start writing tasks</li><li>• Allow me to read through my homework</li><li>• Using the forward pass</li></ul>	
<p><b>Interests/ Hobbies</b></p> <p>Working with Mrs Bennett each week on strategies I can use Going into the LHM at break time Teach reading club</p>	
<p><b>My Goals</b></p> <ul style="list-style-type: none"><li>1) to practice touch typing once a week to increase my typing speed</li><li>2) to increase my vocabulary</li><li>3) to ask for help when I need it</li></ul>	
<p><b>Suggested Assistive Arrangements</b> - These could be the easiest way of working therefore could be done every day (Screen time, word processing, reader (reading pen))</p>	
<p><b>Approved/ Contacted</b> Approved by: Parent/ Student/ Teacher</p>	
<p>Further information available: <a href="http://www.teachmeanth.com">www.teachmeanth.com</a></p>	

# Sharing information



Information booklet-medical needs-students may have card in planner as below

## INFORMATION ALERT

Name FORM

Name ] \_\_\_\_\_ date

SEND briefings

Emails

SEND staff drop in weekly to discuss students they work with

Will they be treated the same?

What if they struggle?

Do the systems apply to all students?

# Expectations

- Policies apply to all students
- We can add layers of support to help them meet these but expectations apply
- Preparing them for adulthood



What do we need you to do?



# How do I get in touch if I have concerns or want to speak to someone?

- [info@horsforthschool.org](mailto:info@horsforthschool.org) (general) or [pastoralhub@horsforthschool.org](mailto:pastoralhub@horsforthschool.org) (YC FT PBO)
- [sendadmin@Horsforthschool.org](mailto:sendadmin@Horsforthschool.org) (SEND specific)
- Form tutor first
- Then YC and PBO
- SEND team will support, or for wider issues

# SEND profile

- Please complete the parent profile for your child and return
- Your child's SENDco has also been asked to do this
- SEND team will use to inform passport
- Please send in any Diagnosis reports with the profile
- School will send files too but in Sept when they are on our roll





Next?.....NI evening 20th June 6pm for parents and carers only-SEND team in attendance  
New intake taster day Friday 12<sup>th</sup> July-all y7 students