

# TEAM Dore



## The School Offer

### The Inclusion Leader and Support Team



The Inclusion Leader, Mr. Jason Fletcher (DHT) at Dore Primary completed the National Award for SENCOs in 2012 which is now a statutory requirement for all SENCOs. He has also successfully completed the post graduate certificate in the Specialist Teaching of Dyslexia with accreditation to British Dyslexia Association. He is currently working towards completing a Masters Degree in Special Education with a focus on speech, language and communication needs. The Inclusion Leader also partners with the Hallam Teaching Alliance as a Specialist Leader of Education, a role which currently involves delivering CPD to fellow colleagues and professionals across Yorkshire.

There is currently a support team of 18 qualified teaching assistants (TAs) with additional support from a full time apprentice. We have 7 TAs who are qualified at level 3. The TA team have an impressive set of combined skills which have been complemented by high quality training in key areas of support such as speech language & communication, autism, Downs Syndrome, dyslexia, acquired brain injury and many more specific disability or learning difficulty areas. Many of the TA team will provide classroom support for teaching in a particular year group whereas others may work across year groups delivering interventions. Some of the TA team will focus their support on particular children but only when that support is necessary and required as we do encourage independent learning throughout the school.

## **Intervention and Targeted Support**

### **The graduated approach to Special Education**

In order to make progress, some children may require differentiation of the whole class plan. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Teachers will differentiate their lessons to enable all pupils in the class to be adequately challenged and make progress. This organic type of personalised learning is often referred to as 'Quality First Teaching' and this is exactly what you would expect to find in our classrooms. In addition to Quality First Teaching we consider Dore Primary to be a dyslexic friendly school with a whole school approach to implementing strategies to support learning such as visual timetables and learning supports, use of appropriate colour and font size on our whiteboards and access to specialist resources and technology. We were delighted in 2014 to receive an excellent report from ESCAL (Every Sheffield Child Articulate and Literate) when we achieved the ESCAL Communication Friendly School Award. Staff at Dore have received several professional development sessions delivered by the Inclusion Leader based on the Inclusion Development Plan and the recent 'Maximising the Impact of Teaching Assistants' by *P.Blatchford*.

If however staff and parents recognise that progress remains significantly less than expected then we would issue a specific record of concern which highlights the difficulties a child may be experiencing. As a result of raising this form of concern the Inclusion leader may either investigate further through assessment or discuss with the teacher & parent any alternative methods or strategies that could be used. If it is decided to use assessment in order to establish specific needs and strategies then there are various methods of obtaining the information. This whole process begins as soon as the child enters the school ensuring the earliest possible identification of need. We currently screen all children in Reception for speech and language difficulties and do a further non-verbal reasoning assessment in Year 1.

The school's tracking system (Tracker +), along with teacher assessment is used to identify children who are not progressing at the expected rate. This system includes reference to information provided by;

- Baseline assessment results
- Current National Curricular descriptors for the end of Key Stage
- Progress measured against P level descriptors
- Sheffield Pupil Progress Tracker
- Tracker +
- Dyslexia Portfolio
- YARC assessment tool
- BPVS
- NFER Non-verbal reasoning results.
- Interim SATs results
- Observations of behavioural, emotional and social development.
- A statement of SEN.

- Assessments made by specialist services such as the educational psychologists and learning support team.
- Banded Funding Assessment
- Targeted Mental Health Observations.

The current Inclusion Leader is qualified to carry out full dyslexic assessments as an associate of the British Dyslexic Association.

As a result of the initial assessment it will then be agreed with parents at that point to refer externally or to implement a school based intervention which will be monitored and reviewed. Further external assessment may also identify the need for external intervention or provide guidance for appropriate school based intervention. At each point in the graduated response school will use its best endeavors in order to provide any reasonable adjustments in order to meet the needs of the learner.

### **External Partners and collaboration**

The school has also invested £3782 in securing the expertise and guidance of the Learning Support Service. This service also provide learning assessments and personalised strategies for children who school and parents have identified as requiring some external input. This service would typically assess high incidence special need such as speech & language or dyslexia and suggest appropriate strategies for both home and school. We have 17 visits a year from this service with each visit lasting 3 hours.

School work closely with the Educational Psychologists in the city who provide our children, parents and staff with detailed assessments, identification and clarification of children's SEN and disabilities, barriers to learning and inclusion, as well as direct interventions and therapeutic approaches. This service is now a traded service to which we've subscribed for the coming academic year. We have bought the enhanced package for £4000 which gives us 8 days + 2 days of core provision. One day could typically equate to a full assessment with a written report.

Dore school continues to work closely with the speech, language and communication service. We have a key therapist who visits school regularly in order to check on progress and suggest appropriate schemes of work and intervention. We support the speech service with its delivery by providing a specialist trained in speech intervention to follow up the suggestions made.

We also have strong links with the Autism service who visit regularly to support us with using learning strategies in school. Other external agencies that support the learning of our children include the Early Years Team, Vision Impairment, Hearing Support and the team at SEN.

## **Intervention Types**

School is researching and investing in the best evidence based interventions that provide the most effective outcomes for our children. We currently operate a wide range of interventions in order to meet the varying learning needs of our children. In reception for example they have several key interventions based around phonics, writing and number which are used daily with the children in either small groups or 1:1. In reception the higher staff ratio allows for immediate identification and almost immediate intervention. Each class and year group also deliver their own specific interventions such as *spelling zappers*, *ELS*, *reading rockets* and *handwriting*. We have included here some of the key interventions being used in school currently:

*'Maximising the Impact of Teaching Assistants' – Anthony Russell, Rob Webster and Peter Blatchford.*

- Evidence based research and practical strategies for school staff in unleashing the huge potential of our support staff
- SENCO trained in delivery of this inset and it has been introduced as a method of working within school.
- Both teachers and TAs are given guidance on identifying children with need and establishing focus groups within their classes. Both teachers and TAs will allocate further time supporting children identified as part of our focus groups.

*Vocabulary Improvement Programme – Sheffield Speech & Language Service*

The school has delivered this intervention for the last two years and is currently leading a research project which will provide further evidence as to the interventions efficacy. The Vocabulary Improvement Programme (VIP) was developed by Sheffield Speech and Language Therapy Services. It is designed to be carried out in two 30 minute sessions per week for 6-8 weeks, for groups of 2-4 children. The intervention is led by teaching assistants who have attended a one day training session run by the Sheffield SLT service. It is appropriate for children between F1 and Y4 who have limited vocabulary skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their oral language. The VIP aims to teach children vocabulary learning strategies to support storage and retrieval of vocabulary as well as new word learning. Activities that are used in the VIP include; noun sorting, sentence building, phonology games, verb sorting and semantic games.

*Project X – Edge Hill University*

Evidence based reading intervention that cites 13.4 months of reading progress over 4 months of intervention. Intervention designed for children in year groups 2-4 or beyond Y4 with children with significant reading difficulties. This

intervention has clear entry and exit measures and is currently delivered by one specialist trained TA. A further TA will shadow this member of staff in order to maximise the potential scope of delivery next year.

### *Numicon*

A proven approach to teaching maths for the Primary National Curriculum 2014 and beyond. Numicon is a curriculum proof, multi-sensory approach, built on a proven pedagogy that raises achievement across all ability levels. With problem-solving, reasoning and conversation at its heart, Numicon perfectly embodies the aims of the Primary National Curriculum 2014 for mathematics. Numicon develops fluency by using a visual, practical base to develop conceptual understanding and fluent recall. It helps children to reason mathematically through the use of concrete objects and spoken language to explain and justify. It develops children into confident problem-solvers.

### *1:1 Personalised Teaching – Fully qualified and experienced teaching practitioners*

Teachers work closely alongside school staff from years 5 and 6 to identify the needs of the children and support them with specific maths and literacy skills that directly link to the children's current curriculum. The teachers are fully qualified and highly experienced and they work with the children for one hour slots. This has been one of the most effective interventions used in the juniors for demonstrating progress in years 5 and 6.

### *1:1 Reading and Maths Volunteers*

We much appreciate the willing band of trained volunteer parents and community members who spend an hour or two each week supporting focus children by consolidating skills and building self-confidence in 10 week programmes.

### **Review meetings**

Under the guidelines of the existing SENCO code of practice if your child has had some external input then they typically are described as being at the School Action Plus Stage. At this stage you would be entitled to a review meeting each term to discuss progress and agree targets. We don't predict that these arrangements will drastically change under the new Code of Practice. If your child has been assessed and is part of any additional intervention programmes then you will be invited into school to discuss the progress your child is making and their next steps.