

SEND Parent Forum

SEND Team

SENCO – Liz Nichols



HLTA English: Sharon Bailey

Medical Needs Coordinator/ELSA: Abi Harker Barnes

TAs: Mrs Wady, Ms Wren, Mrs Chambers, Mr Crapnall,
Ms Parveen, Mrs Cockburn, Mrs Cox

CONTACT – senco@sharnbrook.academy

Assistant SENCO – Julie Day



Pastoral Team

- Form Tutor
- Student Support Assistant
- Senior Tutor
- Senior Leader

Teaching Staff

All teachers
are teachers
of SEND

The Graduated Approach to SEND

CYP are referred through the different Waves using the Assess, Plan, Do, Review process

Wave 1

HQT with reasonable adjustments

Wave 2

Targeted support

Wave 3 (K)

Long term intervention

Wave 4

*(E)
EHCP*

CYP can move up and down based on the provision they are receiving

APDR- Assess, Plan, Do, Review

6.44 **Where a pupil is identified as having SEN (Assess)**, schools may take action to remove barriers to learning and put effective special educational provision (support/strategies/intervention) in place.

This SEN support should take the form of a **four-part cycle (APDR)** through which earlier **decisions (Plan)** and **actions (Do)** are **revisited, refined and revised (Review)** with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the **graduated approach**.

APDR is a cycle

- Measuring the impact of the support/intervention.
- How far has the student achieved the desired outcomes?
- What does this tell us about next steps?

Review



Assess



- Identification of student's needs.
- Formulation of outcomes/targets

- Selection of appropriate support and intervention to meet the identified needs of the student.
- Information about the student's needs, strategies, support and desired outcomes communicated to staff.

Plan



Do



- Staff provide support/intervention in line with information shared.



The academy provides for students with SEND in a variety of ways. These might include one or more of the following:

- Deploying additional adults to work in class with groups of students.
- A range of appropriate external services.
- Open an EHA: this allows greater access to the Local Offer.
- Targeted social skills and emotional literacy interventions sessions.
- Modified curriculum on an individual basis according to need.
- Intensive reading interventions, including phonics based interventions.
- Laptops are made available to students who are assessed as needing one.
- Reading pens that make texts accessible to those with Specific Learning Difficulties at KS4.

Prioritised
support to
decode
words
accurately
& fluently:

Targeted
support to
develop reading
fluency,
vocabulary and
comprehension:

All students have
their reading
supported
through:



'Code Read'
F2F phonics-led
vocabulary &
reading fluency
intervention

We develop reading within and across our mainstream curriculum, as well as providing further support and interventions where needed.



**'Fluent Reading
Across The
Curriculum'** F2F
intervention to
develop reading
fluency of
academic texts



'Rapid Reader' F2F
intervention to
provide further
reading practice



'Reading Plus'
online platform to
develop reading
fluency and build
vocabulary



KS3 students'
Reader Profiles
known by all staff
and progress
monitored through
NGRT testing



Curriculum design &
subject specific
strategies to develop
vocabulary, reading
fluency and
comprehension



Powerful Words
in our secondaries

Our trust wide 5-
year tutor time
programme to
explicitly teach Tier
2 academic words



**Accelerated
Reader**

KS3 library lessons
and Accelerated
Reader homework
to develop reading
fluency



Yr 8
Summer
term 'Faster Read'
to develop reading
comprehension
and model reading
fluency

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