

Policy for children with Special Educational Needs

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St. Mary's School Mission Statement:

St. Mary's School serves the local community and welcomes the children who come here whatever their background and faith. We aim to provide an education informed by the Christian ideal which will enable all children to fulfil their potential.

St. Mary's School Special Educational Needs Policy :

At St. Mary's we value all children in our school equally. This is reinforced by the Christian ethos of the school which is committed to care, justice and compassion for all of our children.

1. What are Special Educational Needs ?

(i) Definition of Special Education Needs

The 1996 Education Act states:

Children have special educational needs if they have a learning difficulty which calls for special provision to be made for them over and above the expected levels of differentiation within the class.

Children have a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the local educational authority
- c. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made available for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

(ii) Special educational provision means:

- a. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b. For children under two, educational provision of any kind.

The Children Act 1989 states:

"A child is disabled if he is blind, deaf or dumb (absence of oral language) or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

The Disability Discrimination Act 1995 states:

“A person has a disability if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to day activities”

The SEN and Disabilities Act 2001 amends and updates these requirements:

2. Inclusion at St. Mary's

Inclusion means all children being taught together with specialist support being brought to the child. We focus on a child's strengths and abilities.

We recognize that children have diverse needs. We aim to include all children in the learning environment where as far as possible specialist help is brought to them . Through high quality teaching and support they can experience high quality learning. The curriculum is differentiated to meet children's individual needs.

As well as those with special educational needs there are those who have additional needs. Such children include those who experience social deprivation, social, emotional and behavioural difficulties or those from other vulnerable groups.

We respond to the pupils' diverse needs by creating an effective learning environment with appropriate learning objectives based on the assessment of each individual child. We aim to respond to different learning styles, encourage motivation and concentration, provide equality of opportunity and to overcome barriers to learning .

We are committed to high achievement for all pupils. We aim to give every pupil the opportunity to maximize their potential.

Our facilities in school include wheelchair access plus a toilet and medical room fitted with a hoist.

At St. Mary's we celebrate difference and diversity. We treat all children equally whether they are boys or girls and whatever their ethnic origin, culture, faith, or social group. All children are equal whatever their medical or physical needs. Children defined by law as having "special educational needs" are seen as children who need additional help and support.

See also our inclusion Policy.

3. Legalities within the Code Of Practice – 2002

The Principles of the New Code of Practice

- All children with SEN should have their needs met
- Sen provision would normally be in main stream school
- The views of the children should be sought and taken into account
- Parents have a vital role to play
- Children with SEN should be offered full access to a broad and balanced and relevant education.

LEA Responsibilities

The Staff and Governors at the School will work in close collaboration with Pupils, Parents, the LEA and out side agencies to monitor both provision and progress on a regular basis. An essential function of the LEA is to make effective arrangements for SEN by ensuring that needs are identified and met quickly and that children and families benefit from coordinated provision from educational professionals, health professionals, social and voluntary services. The LEA is responsible for strategic planning and monitoring provision in order to ensure there is high quality support in school.

The Governing Body :

Ensures that the principles are acted upon in school and that the best possible provision is made for all the children in their care. The Governors are involved in the monitoring and evaluation of provision and report annually to parents.

Admissions

At St. Mary's children with specific special educational needs are admitted if they meet our admissions criteria, or if they have a Statement of Special Educational Needs that gives St. Mary's as the named school. Each applicant is viewed against the background of the learning needs of the peer group, the capacity of the teaching staff to cater for the needs of all individuals within the class, and the potential for extra help that could be provided by the school, the LEA and other agencies. Pupils with SEN are treated as fairly as all other applicants whether or not they have a Statement of Special Educational Needs. See also our Admissions Policy.

4. A graduated response to need

When a child is identified as having SEN there is a continuum of need, which will be met with a range of interventions. Only where necessary will specialist expertise be actively sought to provide extra support or guidance.

The Special Needs Code of Practice says that children identified as School Action Plus (based on Westminster's Criteria For Special Needs) should have a higher level of support than those at School Action.

At St. Mary's we plan initially to give extra support to our School Action Plus children. The 'different' or 'additional' support is recorded on an I.E.P. School Action children may be included to work with the School Action Plus children if they have the same target. School Action children will otherwise be supported and I.E.P. targets met through class teachers planning and support.

For children who have a Statement of Special Needs support provided by the Statement is in addition to that already provided by the school.

In the Early Years

Provision for children with SEN is a matter for everyone in the setting. The Head of the setting (Foundation Stage Coordinator) has responsibility for the day-to-day management of the provision for children with SEN. All practitioners are involved and fully aware of the procedures for identifying, assessing and making provision for children with SEN. The SENCO has responsibility for the operation of the policy and the co-ordination of provision through Early Years Action and Action Plus.

Identifying a child with SEN

The nursery practitioners at St. Mary's work closely with parents to build on and provide opportunities for all children to develop in the six areas of learning. The Government's Early Learning Goals set out what *most* children will have achieved by the end of the Foundation Stage from a planned approach to early education that integrates play and learning. Some children may make slower progress and whilst it must not automatically be assumed that they have SEN, these children are closely monitored and will have carefully differentiated learning opportunities to help them make progress. A concerns form identifying the areas of concern may be completed by the practitioners in partnership with the parent and a copy is given to the SENCO. See Appendix 1: Concerns Form

Early Years Action

Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in the particular setting. The team will work with the SENCO to provide interventions which are additional or different from those provided as part of the usual curriculum. The focus should be on the quality of the provision and building on individual strengths rather than on identifying failure. At this stage the Learning Mentor for the Foundation Stage may be asked to become involved and the Health Visitor for the Nursery may be informed. An Individual Education Plan (IEP) will be drawn up. See Appendix 2 and Appendix 7: Action IEP. It contains specific targets, teaching strategies and provision as well as a review date (usually once a term). The I.E.P will be discussed with parents and the pupil. The intervention may include different resources, special equipment, a special programme, advice from an outside agency, group support or extra adult time. This intervention should enable the child to make satisfactory progress.

Triggers for special intervention in the form of EY Action could be

- The child makes no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- The child continues working at levels significantly below those expected for children of a similar age

- There are persistent emotional / behavioural difficulties, which are not improved with the usual behaviour management techniques
- The child has sensory or physical problems, and continues to make little or no progress despite the provision of equipment
- The child has communication / interaction difficulties and requires specific individual interventions in order to access learning

Satisfactory Progress is the key test for whether a child's learning needs are being met. It is important that the practitioners keep observations to show progress made towards the targets in the IEP. Satisfactory progress might:

1. Close the attainment gap between peers
2. Prevent the attainment gap getting wider
3. Be similar to that of peers starting from the same baseline
4. Matches or betters a child's previous rate of progress
5. Ensures access to the full curriculum
6. Demonstrates an improvement in self help, social or personal skills
7. Demonstrates improvements in the pupil's behaviour

The IEP is reviewed at the end of each term when a decision is made about

- a. Celebrating that the child has made satisfactory progress or better and therefore ceasing the provision
- b. Continuing the provision with similar or different targets to enable satisfactory progress to be achieved
- c. With the evidence that progress is not satisfactory acknowledging that the child has greater needs than can be met through EY Action and moving onto EY Action Plus

Early Years Action Plus

This stage involves an increased level of support and/or advice from external support agencies .

Triggers for Early Years Action Plus are that despite receiving extra adult time from the staff in the Nursery or an individual programme of support the child:

- continues to make little or no progress in specific areas over a long time
- continues working at an early years curriculum substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention.
- has sensory or physical needs and requires additional equipment, advice or direct intervention from a specialist.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A further IEP – Early Years Action Plus will be devised between the Practitioners and the SENCO and in consultation with the parents. See Appendix 3 and Appendix 7: Action Plus. It is hoped that with this increased level of intervention the child will make satisfactory progress. The IEP is reviewed once a term. If the intervention is successful the provision can move to EY Action.

It is vital that IEPs and the progress a child is making towards targets as well as strategies being developed is passed on to new members of staff. This process takes place when children transfer to a new class. It is also important that time is provided for children to become familiar with the teaching strategies and the development from child centered learning to a more curriculum focused approach. Teachers organize a transfer phase between classes and with the help of the Learning Mentor children and parents are encouraged to understand new ways of learning.

Please read on in the Policy for applying for a Statutory Assessment in SEN

During the Primary phase

Identifying Initial Concerns

In order to identify a child with special needs the teacher will need to show that the child is performing significantly below the range expected for that age. We collect a sample of work to keep as a baseline. This includes:

- A key word test using the words from the National Literacy Strategy – both reading and spelling
- Records of appropriate observations
- A running record using the Bench Mark Kit (from Reading Recovery)
- An unaided writing sample
- Initial sound names and phonemes if the child is in KS1/y3
- Baseline assessments in Reception – The Foundation Stage Profile
- SATs tests

The teacher will also look at records from the child's previous educational setting. When identifying initial concerns it is important to look at the child's learning styles, the learning environment provided by the school, the task and the teaching style to try and eliminate aspects which may be exacerbating the situation. The teacher should collect the baseline evidence and complete an Initial Concerns form Appendix 1 then discuss the issues with the SENCO or Learning Mentor. At this stage the teacher will also meet with parents and the child to discuss their early concerns.

The key test for the need for action is the current rate of progress. If it is not adequate then in addition to differentiated work it will be necessary to take additional or different action – this is the trigger for School Action.

Adequate progress can be defined as progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap getting wider
- Matches or better the child's rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self help, social or personal skills
- Demonstrates improvement in the child's behaviour.

School Action

Triggers for special intervention in the form of School Action could be that the child:

- makes no additional progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- shows signs of difficulty in developing literacy or maths skills which result in poor attainment in some areas
- shows persistent emotional /behavioural difficulties, which are not improved with the usual behaviour management techniques
- has sensory or physical problems, and continues to make little or no progress despite the provision of equipment
- has communication / interaction difficulties and requires specific individual interventions in order to access learning

Both the parents and the teacher should be actively involved in working with the SENCO to devise an intervention which should enable the child to make progress. This may include teaching materials, organization in the class, adult support, Learning Mentor support or outside advice from Professionals. The strategies may be recorded in an IEP or in class planning. Appendix 2 and Appendix 7 : Action IEP. This should be reviewed at least twice a year with both the parents and the child. Appendix 8

Westminsters Criteria for School Action will be used as guidance.

Reading Recovery may be offered to some children, they would be expected to reach level 20 after about two terms on the programme.

School Action Plus.

If at an I.E.P. Review Meeting the expected progress has not been made a higher level of support may be required.

Westminsters Criteria for School Action Plus will be referred to.

Triggers for School Action Plus are that despite receiving extra adult time or an individual programme of support the child:

- continues to make little or no additional progress in specific areas over a long time
- continues working at National Curriculum levels which are outside the range within which most children are expected to work
- continues to have difficulty in developing literacy or numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group despite a programme of monitoring and intervention.
- has sensory or physical needs and requires additional equipment, advice or direct intervention from a specialist.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

New IEP targets and accompanying strategies will be recorded in a School Action Plus IEP. Appendix 3 and Appendix 7: Action Plus.

5. Working with Parents and Pupils

Parents have a key role to play in their children's education. They should feel empowered to

- Recognize and fulfill their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how the child is educated
- Have access to information, advice and support during assessment and any decision making process about SEN provision

The local Authority has a duty to make parent partnership services known to parents and schools. This should consist of information, advice and guidance to all parents of children with any type of SEN. Parents should be able to attain information on their rights and roles within the SEN process. Details of Health, Social and voluntary organizations should be publicized. Refer to Chapter 2 of the New Code of Practice for further clarification. The SENCO and Learning Mentor work together to provide support and information to parents, we have a leaflet about SEN provision which is given to all parents of children who are involved in additional action in school. Additional information is also displayed on the notice board in the Parents Room.

Secondary Transfer.

At the start of Year 6 The Head Teacher will meet all parents to discuss and advise them regarding transfer to secondary school. Arrangements can be made for our Learning Mentor or SEN Governor to accompany SEN pupils on school visits.

Complaints Procedure.

Concerns and complaints are better dealt with sooner than later.

Complaints should initially be addressed verbally to members of staff involved.

If parents feel that the matter has not been dealt with satisfactorily they should make an appointment to meet with the SENCO and/or Head Teacher. The complaint may be put in writing. The Head Teacher will liaise with our SEN Governor and/or Chair of Governors as necessary.

Parents may wish to contact our SEN Governor: Cathy Slater.

Complaints will be dealt with as recommended in The London Diocesan Board For Schools document 'Working Together. Guidance relating to General Parental Complaints' (available from the Senco)

Advice may be sought by parents from:

The Parents Advisory Network (PAN) Tel. 02077238656

Our Case Officer Caroline Kirby Tel.02076415352

6. The role of the SENCO

the SENCO : Alison Bowden has a responsibility for:

- over seeing the day to day operation of the schools SEN policy
- managing learning support assistants
- ensuring liaison with parents in respect of children with SEN
- advising and supporting other practitioners and teachers
- ensuring that appropriate IEP's are in place and that accurate records are kept
- ensuring that relevant background information is stored and organized effectively
- contributing to INSET
- liaising with external agencies including LEA's support and educational psychology services, health and social services and voluntary bodies
- monitoring teaching and learning alongside the Assessment Coordinator and S.M.T.
- the budget alongside the S.M.T.

See chapter 4 of the New Code of Practice for further details of the role.

7. Monitoring and Assessments

At St. Mary's we monitor the progress and attainment of all the children using both ongoing and summative systems. However for children who we are particularly concerned about we would collect a specific sample of work as a baseline from which to monitor their progress. In line with their IEP the SENCO or SEN teacher should then reassess their progress using a range of material we have in school. This forms evidence of their overall progress as well as against specific targets. The Assessments are in addition to the yearly SATs.

Appendix 10: SEN Yearly Calander

Diagnostic

SEN assessment sheets
COP classroom observation procedure
Checklists – Phonics, initial letter phonemes/names, blends,
PHAB – Phonological Assessment Battery
SLD checklist see appendix 5
Number Diagnostic tests 5-7: Gillam
SPAR – spelling
MIST – Middle Infant Screening Test
IRA – Individual Reading Analysis: NFER
Reading Recovery Level – Baseline Reading Kit:
Self assessment tasks
Unaided writing

Summative

Numeracy Progress tests 5-11: Vincent & Crumpler
SATs Y2 – Y6
Baseline – Foundation Stage Profile
Mils Dictation – Y1
Termly Assessments
NFER verbal reasoning tests y3 and y5
London reading test y6

8. Partnerships with Support Agencies

The objective should be to provide integrated, high quality and holistic support, focused on the needs of the child. Services should adopt a child-centred approach to delivery.

LEA support can provide support for teachers, support for curriculum development, direct teaching/practical support, part time specialist help and detailed assessments. This includes specialist teachers for pupils with hearing, visual or speech and language impairments, Aspergers, behaviour support, counselors, educational psychologists and specific ICT support equipment (see chapter 10). We also work with Social Services, the Educational Welfare Service and the Health Service .

Even when there are outside specialists involved the SENCO has overall responsibility for the provision for the child.

The LEA should also assist parents in their quest for a statutory assessment or a statement for their child and advise them on the most appropriate route (see chapter 8). Statements should be reviewed annually and the LEA should a part of this and review the progress of each child against their targets (see chapter 9).

The LEA must also produce lists of voluntary agencies that might assist parents in the support of their child.

Health Support Services are available to support both parents and schools; this includes speech and language therapists, occupational therapists and the school nurse. If a child has medical or physical conditions then the SENCO will need to be in close contact with a range of professionals.

9. Applying for a Statutory Assessment

Chapter 7 of the SEN Code of Practice explains the procedure for applying for a Statutory Assessment for SEN. Westminster's Criteria for Statutory Assessment will also be referred to.

This will affect a very small number of children whose needs require a Statutory Assessment for SEN and possibly a Statement of SEN. A child may be brought to the LEA's attention by a request for an assessment from the parents, the school or an outside agency. Evidence will be collated and parents need to be fully involved in the process, the school case officer can be contacted for advice. The LEA request parental views and follow a process, which is explained on page 77 in the SEN Code of Practice.

The LEA decide whether to make a Statutory Assessment, in Westminster there is a multidisciplinary meeting by the Joint Co-ordinating Group (JCG) to agree the action that should be taken after each referral. Parents are entitled to appeal against any LEA decision – they should discuss their entitlement with the Case Officer at the LEA. See pages 82-85 [page 40 for pupils in the Foundation Stage] in the SEN Code of Practice.

10. Identifying Special Educational needs

Some children will demonstrate a range of these difficulties, the guidelines are to try and support staff and parents in understanding the range of types of special need. There are four categories of difficulty but many children have a combination.

Communication and interaction

- Speech and language delay or impairments as well as difficulties which often are linked to Specific Learning difficulties (dyslexia, dyspraxia and the Semantic Pragmatic Spectrum)
 - Difficulties in the production of speech or finding the appropriate words to express their ideas
 - Delays in understanding or responding to verbal cues
 - Difficulties in the acquisition and expression of thoughts and ideas
 - Frustrations and anxieties arising from the a failure to communicate
 - Problems in communicating through speech and other forms of language
 - Low rates of progress particularly in literacy

Cognition and learning

- General Learning Difficulties (GLD)
 - Children show general low levels of learning and attainment
 - They find it difficult to acquire new skills as well as deal with abstract ideas
 - There may be other difficulties such as social and emotional or speech
 - Attainment consistently falls in the 2nd percentile / standardized score of <70
 - Specific Learning Difficulties (SLD)
 - These often only affect part of a child's learning where performance is much lower than other areas ie: fine or gross motor skills, literacy or maths but not reasoning. Children often have poor self esteem or delays in forming concepts.
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- ❖ Dyspraxia – SLD in organizing controlled movements – fine motor, spatial and visual perceptual and sequencing skills. Linked to lang difficulties, weak phonics, grammar, listening or speech, organization, sense of direction, lethargic
 - ❖ Dyslexia – SLD in learning to read, spell and write. Weak-literacy, phonics, sequencing, orientation, working memory and visual difficulties
 - ❖ Semantic Pragmatic Continuum (Aspergers Syndrome to Autistic Spectrum Disorders) A triad of impairments in social communication, interaction/relationships and imagination
 - ❖ Dyscalculia – difficulties in acquiring maths skills
 - ❖ Mild, Moderate, Severe or Profound Learning Difficulties

Behaviour, emotional and social Development

Children who demonstrate disruptive or disturbed behaviour, who are isolated or withdrawn, hyperactive or lack concentration, or those who present challenging behaviour as a result of other SEN, may require support and help to participate in everyday school life. These interventions may be possible through school action plus or via a statement.

Sensory or Physical Needs

There is a range of sensory, multi sensory and physical difficulties which will require sensitive and varied support, many of their needs can be met through school action plus.

Medical Needs

A medical diagnosis does not necessarily mean the child has SEN. Refer to page 89 for further details of how to manage a range of situations.

REMEMBER

- ✓ All teachers are teachers of special needs
 - SEN provision is additional to differentiation
 - Display the alphabet, key words and numerals
 - Teach and reinforce handwriting formation
 - Be clear about the objective for the lesson
 - Ask children to repeat instructions
 - Use writing frames and key question words
- ✓ Children are entitled to have full access to the curriculum and to experience success
- ✓ Talk to parents
- ✓ Keep evidence
- ✓ Be positive and encouraging you are there to help learn and not just to teach

Written Spring 02:

Updated Spring 04: By Alison Bowden: Special Needs Coordinator
and Cathy Slater: Special Needs Governor

To be reviewed Summer 06

Area of difficulty	assessment	strategies	resources
Speech and Language delay or disorder – children unable to express themselves effectively, confused comprehension of tasks and questions or speech not clear	Refer to the Sp & Lang Therapist Benchmark Kit. Comprehension questions.	<ul style="list-style-type: none"> • identify key areas from the Therapist and add to IEP • compensate for impact of difficulty • articulate, comprehend and use language • specialist identification with a planned programme in class • specific multi-sensory programme focused on for example: phonological skills, visual skills, motor skills, kinesthetic reinforcement – similar to GLD • use picture cues • Group comprehension – guided read and discussion-Reciprocal Teaching. 	<p>Group Reading Books. Reading and Thinking Referral to Sp & Lang Therapy- recommendations made. Speech and Language resources in filing cabinet. Sequencing activities. Reading for Meaning. Reading Comprehension. Whats wrong?-pictures. Brain Gym exercises. Reading Roundabout.</p>
Visual perception -		<ul style="list-style-type: none"> • Focus on key words / flash cards and repetition LCSWC • Look at the shape of words and group accordingly • Kims game – memory game 	<p>Key word fun Out of Sight and Completely Out of Sight Sequencing Boards</p>
Sequencing	<p>Number sequencing is poor</p> <p>Children unable to retell simple stories</p>	<ul style="list-style-type: none"> • Use mats to order numbers / stick in order / make number lines • Matching games and jigsaws / number shark • Sequencing kits – retell, dictate, type or write a story sequence 	<p>Number jigsaws / matching / Number shark Sequencing Boards Story kits x2 / books Pictures to sequence.</p>
Gross Motor		<ul style="list-style-type: none"> • Running, jumping, hopping, skipping, bikes and scooters • Walking upstairs, sitting without help, balancing bars/benches 	<p>Occupational Therapist Recommendations.</p>

Fine Motor	Child has delayed letter formation, poor tracing and colouring	<ul style="list-style-type: none"> • Daily practice of letters and numbers – over writing, identifying, roll, jolly phonics actions, linked to words to reinforce the meaning • Picking up tasks - with tongs / pegs • Using scissors 	‘Write from the Start’ - handwriting programme. Daily tracing. Roll and Write. Brain Gym exercises.
Phonemes not read or identified by hearing	Child not able to hear, recognize rhymes. Child not able to create CVC words. Phonological Assessment Battery.	<ul style="list-style-type: none"> • Daily reinforcement of phonemes initial – final – short vowel – blends – digraphs etc. see the progression in PAT • CVC recognition using games / • Spelling Made Easy Sound Activities worksheets • Word banks on display 	PAT CVC game Ring bound booklets Sound Activities Spelling Made Easy Swap Gamz Word Shark Lets Match Progression In Phonics
Concepts of print. Reading Strategies are not used	Child not able to read independently. Reading Recovery Assessments.	<ul style="list-style-type: none"> • 1 to 1, book order, identify letters and words and parts of words, punctuation and value of pictures • use pictures (context), 	Reading Recovery Structured reading scheme-Ginn
Suspected SLD	Use the check list. Unaided writing.	<ul style="list-style-type: none"> • organize a regular time for a multi-sensory programme at the level the child is having difficulty – <ul style="list-style-type: none"> ○ VISUAL – shape of letters and words ○ AUDITORY - sounds of phonemes ○ ORAL – saying the sounds and words ○ KINESTHETIC – tracing touching and writing 	Pictures to identify / objects for vowels etc. Listening and feeling with lips. Use a blind fold / sand paper. Mnemonics. Feel lip movement LSCWC Shake a Word Magnetic letters

			Ace Spelling Kit. Word Spell
Social and Emotional		<ul style="list-style-type: none"> • can the child recognize the emotions of others? • consider choices • training in making 'good' choices 	Socially Speaking The New Social Story Book. Comic Strip Cartoons.

Appendix 4

SEN RESOURCES

Maths and Literacy games in upper resource room.

Maths games

Conservation of number sorting cards x2
Denis Frost's number games.
Times table boards and cards
Money snap
Times table puzzles x9
Division puzzles x9
Colour and shape sorting cards
Maths bingo cards of various sorts
Add for luck
Number Tri-tiles
Roll and number
Times table tape.

Literacy games

Visual perception set
Sequence and rhythm boards (1-8)
Roll and write
Magnet boards
Swap games x34
Pelmanism build a shape x2
Busy bee- Spelling games
Sorting boxes - Initial blends
- Final blends
Cryptic compounds
Blends match
Advanced rhyming bingo x2
Making inferences
Mountain rescue
Tell about it
And then
Word making cards
Lets match-blends
-spell

Happy words
Happy families
Picture alphabet cards
Sort and sound-word making cards x9
Vowel sounds snap game x2
Sentence completion reading games x2
Symmetry and reversal pairing cards x2
Picture and word grouping cards
Discrim picture and shape sorting cards x4
Hereward observation grouping card
Picture matching cards
Word and picture matching x2
Blend matching cards
Picture sequencing
What's Wrong-picture cards
CVC spin
Onset and rhyme-shake a word
CVC-shake a word

Reading Books

Ginn new 360 level 1-8
Ginn 360 level 1-8
Longman reading world levels 3-4
First young Puffin books
Reading Recovery books levels 1-20
Tree tops
Bananas books
Jets
Wolf hill
Collins yellow storybooks

Teaching Resources in SEN filing cabinet

Literacy

Out of Sight R words
Completely out of sight y1 and y2 words
Comprehension – Looking and thinking
Reading and thinking –Comprehension
Reading resources
Catchwords x3
Listening skills
Sound activities level 1
Reading for meaning x4
Key word fun
Sequences Galore
Reading activities
Reading recovery guide to book selection
Write from the start
P.A.T Beginners
P.A.T levels 1-3
Snap
P.A.T Learning to read with Nursery rhymes
Spelling made easy 1-3
Sound activities worksheets level 1-2
Handbook for the gamz player
The Write Reason
Reading Roundabout
Ace Spelling Kit
Reading Comprehension 1&2

Sentence tracking activities
Word tracking activities
Alphabet sequencing
Word shake
Spotlight on Blends
Jolly Phonics

General

Brain Gym
Providing acces for all – a guide to differentiation
Circle time
Socially speaking
The New Social Story Book
Easy Type–touch typing

Maths

Using number lines
Number bonds fun year 1 and 2
Mega math's –tables
Fraction Discs
Time worksheets

ICT

Touch–typing
Word shark
Star Spell
Clicker 4
Number shark

Assessment

Diagnostic

SEN assessment sheets

COP classroom observation procedure

PHAB – Phonological Assessment Battery

Number Diagnostic tests 5-7: Gillam

SPAR – spelling

MIST – Middle Infant

IRA – Individual Reading Analysis: NFER

Benchmark Reading Kit:

Reading Recovery Resources.

Summative

Numeracy Progress tests 5-11:

SATs Y2 – Y6

Mils – Y1

Termly Assessments

SPAR Reading

SPAR Spelling

NFER