RAWMARSH COMMUNITY SCHOOL

**SEND OFFER**

# SEND CAN DO STATEMENTS -

# PLAN. DO. REVIEW: HOW WE IDENTIFY. TRACK AND MEASURE PROGRESS FOR SEND CHILDREN

## 01

Rawmarsh Community School is dedicated to four core elements:

### 01 REMOVAL OF BARRIERS

Four common barriers, if left unchallenged, will limit the progress, engagement and development of students who access our curriculum. They are, literacy, numeracy, oracy and vocabulary

### 02 DEVELOPING SKILLS FOR LEARNING

We strive, at all times, for personal excellence by developing the 5 key skills for success: Recall, interpretation, creativity, analysis, evaluation and divergent thinking.

### 03 FOSTERING PERSONAL ATTRIBUTES

Our curriculum promotes the skills and attributes our children need in order to develop the independence, responsibility, accountability and resilience they need to have a happy and successful life. We refer to this crucial aspect of our curriculum intent as The Ways and it is embedded in everything we do.

### 04 ENRICHING STUDENT EXPERIENCES AND BROADENING HORIZONS

We aim to ensure there are many opportunities to enrich their cultural capital in order for them to become well-rounded human beings ready for the next stage.

We recognise that some children need support that goes beyond the main curriculum offer.  For some children barriers linked to learning, emotional well-being or understanding of social interactions and communication can hinder their progress as they move through secondary school.  We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given. The SEN Code of Practice states: "Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

• is significantly slower than that of their peers starting from the same baseline;

• fails to match or better the child's previous rate of progress;

• fails to close the attainment gap between the child and their peers;

• widens the attainment gap." (6.17)

In addition, "It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life." (6.18)

Central to our SEN provision and support is a core set of Can Do statements. These statements describe what a child can do. They are not bound by the limitations of a key stage curriculum but rather provide a holistic progression document – a child centred skills. They are the building blocks of key skills to support a child succeeding through school. Within the SEN areas of need a core set of skills are assessed and tracked against criteria which judges the skill to be emerging, developing or established. The aim for all is to increase levels of independence, confidence, understanding and resilience.

The SEND Can Do statements drive our plan, do, review cycles and are key to identifying need and the provision and support that might be needed to support a child. The Can Do statements are used:

- To gather information on a child when a concern is raised

- To identify the main area of need

- To ensure the right support and/or intervention is put in place

- To plan appropriate intervention and support

- To track progress against a SMART target
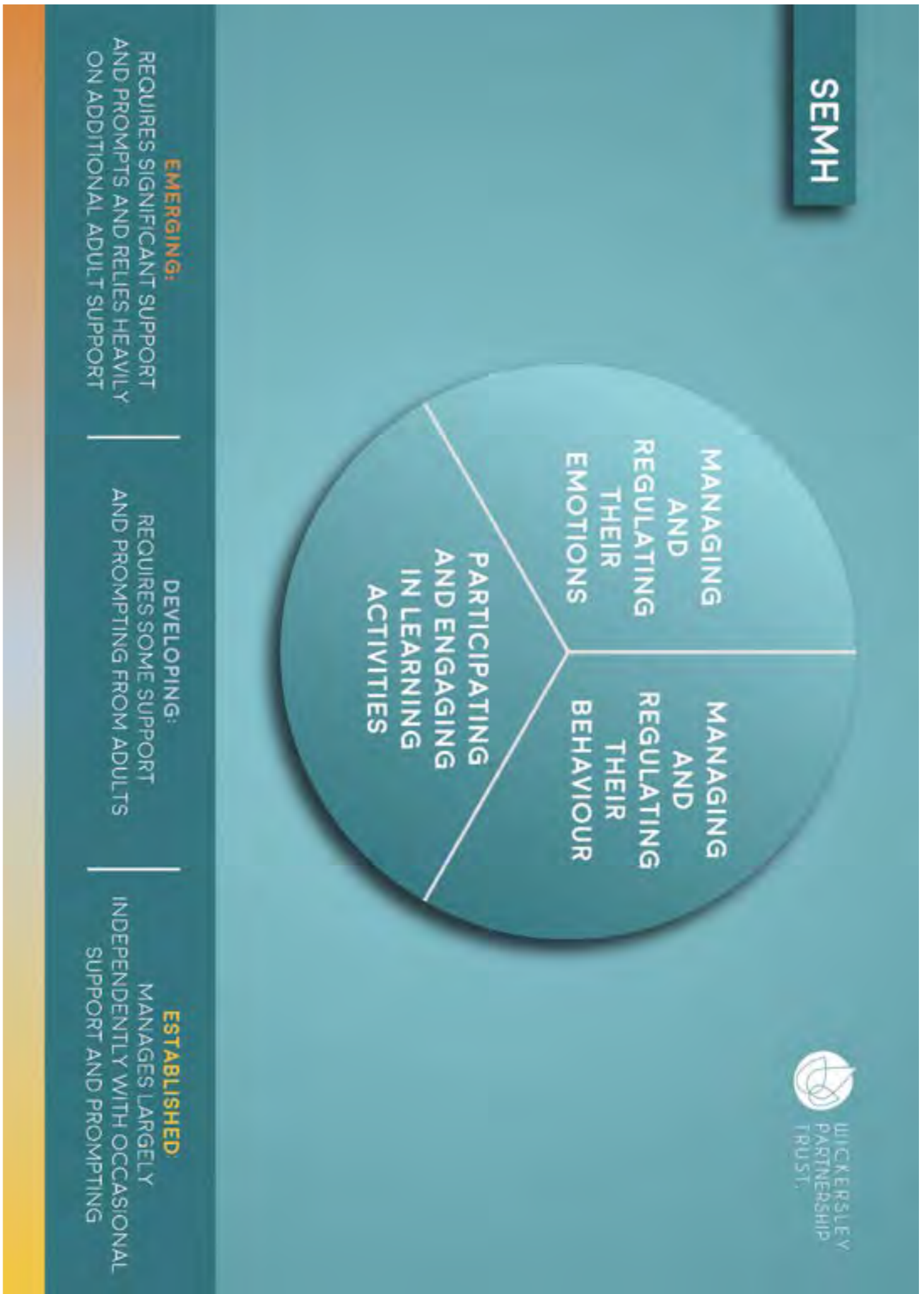
SEMH

EMERGING:
REQUIRES SIGNIFICANT SUPPORT
AND PROMPTS AND RELIES HEAVILY
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DEVELOPING:
REQUIRES SOME SUPPORT
AND PROMPTING FROM ADULTS

ESTABLISHED
MANAGES LARGELY
INDEPENDENTLY WITH OCCASIONAL
SUPPORT AND PROMPTING

MANAGING AND REGULATING THEIR EMOTIONS

PARTICIPATING AND ENGAGING IN LEARNING ACTIVITIES

MANAGING AND REGULATING THEIR BEHAVIOUR

WICKERSLEY PARTNERSHIP TRUST.

COGNITION & LEARNING

RESPONDING TO TEXTS

READING AND UNDERSTANDING TEXTS

WRITING

ESTABLISHED
MANAGES LARGELY INDEPENDENTLY WITH OCCASIONAL SUPPORT AND PROMPTING

DEVELOPING:
REQUIRES SOME SUPPORT AND PROMPTING FROM ADULTS

EMERGING:
REQUIRES SIGNIFICANT SUPPORT AND PROMPTS AND RELIES HEAVILY ON ADDITIONAL ADULT SUPPORT

WICKERSLEY PARTNERSHIP TRUST.

COMMUNICATION & SOCIAL INTERACTION

FORMING AND MAINTAINING FRIENDSHIPS

POSITIVE RELATIONSHIPS WITH ADULTS AND PEERS

SOCIAL COMMUNICATION

ESTABLISHED
MANAGES LARGELY INDEPENDENTLY WITH OCCASIONAL SUPPORT AND PROMPTING

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# WHAT INTERVENTIONS DO WE OFFER?

At Rawmarsh we offer different levels of support depending on need.

**Wave 1: quality first teaching -** additional resources and adjustments made mainly in the classroom.

**Wave 2: Targeted - Additional Interventions** designed to support pupils who are nearly working at age related expectations but need some additional focused teaching to get there. Wave 2 interventions tend to be small group, time limited interventions. They are designed for pupils with the potential to 'catch up' and reach age related expectations by the end of the programme delivery.

**Wave 3: Personalised and bespoke interventions**
Wave 3 interventions are highly individualised and based on detailed assessments. It is additional support for those with SEND who may have longer term needs and require individualised intervention. Wave 3 also covers students requiring a high level or exceptional support and highly personalised provision through an EHC Plan.

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**WAVE 1:**
quality first teaching : differentiation and adjustments

**WAVE 2:**
targeted in class support. Short term/time limited interventions.

**WAVE 3:**
significant in class support & longer term intervention. Supported by professional advice such as EP

# COGNITION AND LEARNING INTERVENTIONS

**04**

## RAPID PLUS

Based on proven pedagogies, previous Rapid courses have been repeatedly shown to drive huge improvements in confidence and accelerate learning.  Rapid Plus has been developed to support students struggling at KS. The materials are well-designed and ordered sequentially, helping students boost their self-confidence. There is a range of both fiction and non-fiction texts to encourage wider and more varied reading. The Rapid Plus books are age appropriate and match the interests and experiences of 11-14 year olds. The reading scheme can be used with small groups of students and employs a teaching approach of: before reading characters, plots and tricky words are introduced, this is followed by an independent reading session and finally each text ends with a 'Quiz' page that provides opportunities for discussion and to check comprehension as well as a linked writing activity.

## VIPERS

The Vipers approach helps to develop key comprehension skills and enables the children to become more successful readers, focussing on a number of key skills. We use this approach to dig deep into high-quality texts that are rich in vocabulary and challenge pupils of all abilities.  VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum.  They are the key

areas which we feel children need to know and understanding order to improve their comprehension of texts.

- **V**ocabulary

- **I**nference

- **P**rediction

- **E**xplanation

- **R**etrieval

- **S**equence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.  As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions.  They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

## ECHO READING

Echo reading is a reading strategy designed to help children develop expressive and fluent reading. In echo reading, the teacher will read a short part of the text, perhaps a sentence or paragraph, and the child will echo it back. This strategy focuses on fluency, but it also helps children develop their print knowledge. What does echo reading look like?

• The teacher selects a book that is usually predictable and with limited print.

• Then, the teacher reads the whole book aloud for the pupil, focusing on showing what a fluent reader sounds like. If a longer book is chosen, the teacher may skip this step.

• The teacher returns to the start of the book and reads aloud a short section, modelling fluency once again.

• Now, the pupil echoes the section that was just read. The pupil should try to show fluency too.

• The teacher reads the next section, the pupil echoes, and so on until the session is finished.

## READING BUDDIES

Reading buddies pairs up an older student with a younger student for them to take turns reading to one another. It allows for authentic reading practice and a model of fluent reading. Younger students grow as readers when they hear more experienced readers model fluent reading. The older students can demonstrate how fluent readers read with appropriate phrasing and intonation. Emergent readers also benefit from hearing their buddies read with accuracy and automaticity rather than needing to constantly sound out difficult words.

# WELL-BEING INTERVENTIONS: SEMH UNDERSTANDING AND MANAGING EMOTIONS

## EMOTIONAL LITERACY SUPPORT ASSISTANT TRAINING (ELSA):

1:1 or small group interventions in several areas of need, including managing emotions, social skills, and bereavement. This covers all age groups.

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## NURTURE GROUPS:

small groups spend part of the school day in a nurture group setting. This has been seen to have a positive impact on emotional, behaviour, and learning.

## CBT PROGRAMME APPROACHES:

Books such as 'Starving the Anger', 'Gremlin' and 'Think Good Feel Good' are widely available, and help children to understand emotions and physical responses. The efficacy of CBT is supported by a strong evidence base.

## TALKING AND DRAWING THERAPY:

a person-centred therapy focusing on prevention, early intervention and recovery. The child sets the pace and decides what to bring to the session. Drawing and Talking is an intervention that complements rather than replacing the work of CAMHS, art or other specialist therapists

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# SOCIAL COMMUNICATION AND INTERACTIONS

## LEGO-BASED THERAPY:

small group work promoting social interactions.

## CIRCLE OF FRIENDS:

a support network developed around individuals in the school community that helps with social skills and friendships. There is evidence this approach has positive benefits, which are likely impacted by teacher attitudes, classroom climate and school ethos.

## SALT:

vocabulary and narrative programme provided by SALT following an assessment to support expressive language, receptive language, non-verbal communication.

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