



Dame Elizabeth
CADBURY

SEND NEWSLETTER

2019
OCTOBER

“Welcome to the first SEND Newsletter of the new academic year in what has been a very busy, yet constructive, start to the new term. We are very pleased to welcome Ms Field, who has already made a positive impression, to the Inclusion Team following the retirement of Mrs Loudon at the end of the Summer Term. Please take time to visit the school’s website for more information and updates with regard to all things SEND.”



Mr Rackham

PARENT-CARER WELLBEING COURSE

A new parental wellbeing workshop, delivered in conjunction with Midland Mencap, is to take place over three full days this term. The aim is to specifically, and individually, support the parents & carers of children with SEND.

An additional workshop focussing on Stress and Anxiety for pupils, parents and carers of SEND has also taken place. The objective being to raise awareness and provide a deeper understanding of how stress and anxiety can affect an individual's wellbeing, whilst ultimately empowering parents, carers and pupils to use a cognitive behaviour approach to support positive emotional wellbeing. Similar sessions are to be delivered throughout the school year.

CATCHUP LITERACY

A number of students currently participate in CatchUp Literacy. CatchUp Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. CatchUp Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age.

Homework Club

Following on from the success of last year's Homework Club, this intervention now takes place on 3 separate evenings - Tuesday, Wednesday and Thursday in Rooms 32 and 33 from 3.05pm. Homework club provides a place for SEND pupils to work in a supportive environment out of school hours, improving independent learning skills. Your child is most welcome to attend.

SEND Coffee Morning

The first SEND Coffee Morning of the new academic year took place on September 25th 2019, aimed at building the school, home, student relationship. It was reassuring to meet so many parents and carers of our new Year 7 pupils. An external professional from Midland Mencap also attended and delivered current information and strategies of support. Parents and carers have signed up for a three-day wellbeing course to commencing later in the Autumn Term. Parent Voice following this event was overwhelmingly positive – thank you to all those who attended.

English as an Additional Language

The Lead Practitioner for English as an Additional Language (EAL) is Ms Stait. In collaboration with the Inclusion Team, Ms Stait works with specific students on a daily basis during morning registration to provide positive outcomes for those students who are in the process of mastering their use of the English language.

International Dyslexia Learning

The Inclusion Team has recently introduced a new Maths intervention. IDL Numeracy is a maths software resource that helps to improve ability for low-attaining learners in mathematics. IDL is a computer-based programme that is tailored to each individual pupil. It runs adjacent to the Maths curriculum and covers seven mathematical principles: Bonds, Counting, Sequencing, Patterns, Number Value, Place Value and Arithmetic. The progress for individual students who participated in last year's trial was exceptionally positive.

SENCO QUALIFICATION

Mr Rackham is currently studying for the National SENCO Award at Birmingham University. This statutory qualification, delivered at Masters Level, will further improve the strategic direction of the Inclusion Team.

THE BELIEVE CENTRE

The Believe Centre continues to provide outstanding provision for pupils who might require additional support arising from a range of more complex and personal needs. There is a robust referral system in place, whereby students access a bespoke intervention package over a 6-week period.



Lexia's latest technology-led program is designed to enhance English Language instruction and drive the academic success of secondary-age students. This highly engaging online solution offers personalised instruction in the following areas: Word Study, Grammar and Comprehension. Identified students attend the 20-minute Lexia intervention every morning during form time registration. Lexia motivates and challenges students in an engaging, personalised on-line environment.

The Social Interaction Group

The Social Interaction Group (SIG) intervention strategy will continue this academic year following last term's successful introduction. The primary purpose of SIG intervention is to support specific pupils who have difficulty dealing with the many social aspects of life, aimed at breaking down barriers. It is a twice-weekly discussion based support programme that takes place for 5 weeks in small groups of up to 6 pupils. There is a referral system in place to ensure accurate identification of pupils.



SEND Review

During the week beginning 4th November, the Inclusion Team, supported by the Senior Leadership Team, will be running an extensive review of SEND provision, support and impact in school. This will involve a variety of review activities that will enable us to celebrate all of the good work currently taking place to support students who require additional support, as well as identifying key areas that will become the focus of improved SEND provision. I will inform parents and carers of the findings.

Staff Development

Meeting the needs of SEND pupils is a key priority for the school and will be a focus for much of the whole staff training during 2019-20. Discrete training for staff has been written into the CPD calendar, with external SEND professionals forming part of the programme, aimed at improving teaching, learning and outcomes for SEND students.



READING STRATEGY

An expanded reading strategy has been implemented across the school. In addition to timetabled Form Time reading, specific Year 7 & 8 English classes engage with discrete reading lessons aimed at improving literacy, comprehension and a love of reading. To track, monitor and identify those pupils who require further support, all students sit a NGRT reading test during the academic year – Year 7 sat their first NGRT at the start of September. These tests also enable the Inclusion Team to identify planned interventions. We are likewise pleased to announce the introduction of new adult reading volunteers, who are due to start working in school after half term. The new volunteers, who all live in the local community, will receive training so that they can deliver paired, 1-2-1 and small group reading with identified pupils. These new developments compliment the wide range of whole-school reading initiatives that continue to take place. If you would like to become involved with volunteering, please do not hesitate to contact me at school.

