

SEN and Vulnerable Children Report, academic year 2017-18

Background information

The Children and Families Act 2014 covered several key areas for reform in order to improve services for vulnerable children and young people. These included adoption, looked after children, and children with special educational needs (SEN) including physical disabilities. The SEND Code of Practice (2015) was published as part of this act. The Code puts the child or young person's wishes or needs (and those of his or her parents) at the centre of all decision making:

- It aims for 'joined-up' support across education, health and care from birth to 25
- Statements have been replaced with Birth to 25 Education, Health and Care Plans - EHCPs
- Local authorities have to publish a 'local offer' of support (link from school website)
- Children's and parents' participation in decision-making are paramount
- There is a greater focus on improved educational and other outcomes
- Schools must identify and support children with SEN, using a graduated approach to remove barriers to learning
- High quality teaching is key to enabling all children to remain in the classroom – every teacher is a teacher of every pupil

The SEN Code of Practice defines Special Educational Needs as follows:

"A child has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of school age has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

The Code states that:

"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised 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. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people."

The local authority, KCC, adds that SEN Support involves:

"... intensive and personalised intervention ... to enable the child to be engaged in learning."

High Needs Funding

In April 2015, High Needs Funding was introduced to support children whose provision needs exceeded the amount a school is expected to fund; this stands at £6,000. We currently receive top-up high needs funding support for eight children.

Current SEN Register (2018-19)

Year Group	SEN Support	EHCP	Total	High Needs Funding
3	10	1	11	1
4	8	1	9	1
5	7	1	8	2
6	4	2	6	4

Government data published in January 2018 showed that the percentages nationally were as follows:

- 13.8% of children in primary schools in England have an identified SEN – 1.4% of whom have an EHC plan and 12.4% have SEN Support (See Reference 1)
- 11.2% of children in primary schools in Kent have an identified SEN – of whom 1.2% have an EHC plan and 10% have SEN Support.

Currently (December 2018):

- 9% of children at Amherst have an identified SEN, of whom 1.3% have an EHC plan and 7.7% have SEN Support. There is one EHCP application in process for a child receiving SEN Support; eight children have high needs funding.

Pupil Premium information

This information is published on the school's website.

EAL (English as an Additional Language)

In state funded primary schools, approximately 20 per cent of children have English as an additional language. At Amherst, the figure is relatively low, at below 10 per cent. EAL children may not have SEN, but need support while developing the competence in English that they need to access the curriculum. In addition to 'total immersion' in class, with TA support and additional pictorial resources, Mrs Warne, an HLTA, takes the lead in supporting children one-to-one who arrive speaking and understanding very little English. This involves regular sessions sharing picture books, working with vocabulary and building on the child's existing knowledge, however limited.

Exam concessions for KS2 SATS and 11-plus

Twenty-four pupils from Year 6 in 2017-18 received exam concessions in their SATs. These included having 25% extra time to respond to a paper; a reader to read questions (though not in the reading paper); a scribe to record a child's own words; and supervised rest breaks. Seven children had accessibility concessions (extra time/rest breaks/separate room/use of laptop/yellow tinted answer paper) for the Kent Test in September 2018.

Pupil Wellbeing

"Amherst is a happy, exciting and nurturing school of which pupils, staff, governors and parents are rightly very proud... Pupils' behaviour is outstanding. They have excellent attitudes to learning and enjoy coming to school, as shown in their high attendance... Pupils feel very safe, secure and well looked after. They are polite, friendly, confident and articulate. They are respectful of each other and adults. They show understanding, tolerance and acceptance of diversity within the school and beyond." Ofsted 2015

To support pupil and staff wellbeing, all staff worked together to come up with a set of six values: trust, kindness, determination, politeness, fairness and cooperation. Each term there is a specific focus on one of these values, reinforced in assemblies and a carefully planned series of PSHE lessons. Two TAs have had training in the Wellbeing Toolkit; the Inclusion Manager and SEN Governor have had training from MIND in mental health first aid; three trained TAs deliver Drawing and Talking to children identified as needing a little extra support, and from time to time a child may be allocated a key worker. We have access to Early Help and run a Social Skills programme with support from Steve Sherrell, Specialist Teaching Service adviser on social, emotional and mental health, and behaviour difficulties. We also employ the children's counselling service, Time2Talk, to provide qualified weekly 1:1 counselling support to identified children.

Transition from Infants to Amherst

"...the school has strengthened its partnership with the local infant school, which most Amherst pupils attend. This has had a very positive impact in a range of ways. For example, all pupils who start at the school in Year 3 are linked with a buddy in Year 6, which helps to make a smooth and happy transition into Key Stage 2." Ofsted 2015

Because Amherst is a junior school, we recognise that children moving from Key Stage 1 to Key Stage 2 are also moving school, with a change of site, uniform, structure and – importantly – transitioning from being the oldest to the youngest children in school. The Year 3 teachers from Amherst visit Year 2 in July to observe their future class in their current setting. This enables face-to-face discussion with the Year 2 teachers to discuss each child individually.

Amherst has a buddy system, whereby in term 4, children in Year 2 at Riverhead Infants are paired up with children in Year 5 at Amherst. They do various activities together with their buddy, from making Easter Bonnets to a mini-Olympics during the spring and summer terms. Then, at the start of the new academic year, incoming Year 3 children are met at the gate by their now-Year-6 buddies, and taken to class. The Year 6 buddies also accompany their Year 3 partners to the lunch hall during the first week of term, and look out for them on the playground.

For children with SEN, in addition to the buddy system, Riverhead hosts transition meetings, which are attended by Amherst's Head Teacher, Inclusion Manager, the child's new class teacher and the child's parents. Often, external professionals will attend too – from the Specialist Teaching Service or Health, for example. This year we were involved with supported transitions for five children.

All children in Year 2 have organised visits to Amherst before they join us in year 3; those with SEN have extra visits, when they take photos of their new school, and put them into personal transition books to look at over the summer holidays. Where children with an EHC Plan are coming from schools other than Riverhead Infants, Amherst’s Inclusion Manager will observe the child in his or her current setting, and have a handover meeting with the class teacher and/or SENCO.

Transition to Secondary School

A smooth transition between primary and secondary schools has an impact on children’s wellbeing and their successful integration into their new settings. Clear records are maintained for all children with SEN and passed on to their new schools. For children with an EHCP, Amherst will initiate a transition meeting with the SENCO at the secondary school, attended by parents and, where relevant, external professionals.

The Head Teacher and the Inclusion Manager have a good knowledge of secondary schools, including Special Schools, in the Sevenoaks area. We can and do support parents by accompanying them on school visits to secondary schools, if required.

For children receiving SEN Support, there will usually be a transition meeting with the SENCO at the new secondary, or where this is not possible, a telephone conversation. The Specialist Teaching Service and Early Help also provide invaluable support during transition from Year 6 to Year 7.

Review of the interventions currently running at Amherst

At the start of every (old) term, i.e. in September, January and May we hold whole school provision map reviews. Since September 2015 all TAs have been invited to attend these, and contribute to whole class provision mapping. The feedback from both teachers and TAs has been overwhelmingly positive.

“Strong teamwork between teachers and teaching assistants ensures that additional help given to disadvantaged pupils and those who are disabled or have special educational needs supports learning well and promotes good progress.” Ofsted 2015

Some of our interventions

Intervention	Focus	Impact
Sensory Circuits	To enable children to be calm and focussed during the input of the lesson. Mini circuits used with some during lessons.	Small groups in year 3 and occasionally year 4 and 5 benefit. Anecdotally, children better able to focus; mini circuits mid-lesson can especially useful for children with attention problems.
Daily Reading/3xpw reading 'Reading Dog'	All year groups, for struggling readers and those who do not read aloud at home. Some children have the opportunity to read with our 'Reading Dog' once a week	This intervention builds confidence especially for those who don't read much at home, and children with dyslexia. Of 27 daily readers in year 6, 2017-18, 22 achieved the expected standard in their SATs.
Numeracy Booster	Upper KS2 skills maths booster, delivered by qualified teacher	Raises self-esteem and confidence, and achievement. Of 17 year 6s from March to June 2018, all made progress and gained confidence, while

		all but one achieved the expected standard in their SATs.
Phonics and spelling, year 3	Spelling of high frequency words KS1 correctly applied to writing. Develop spelling strategies (mnemonics, rainbow writing, pyramids).	Of 6 year 3 children from Sept-Dec 2016, all made several months' progress with three making more than 1 year's progress.
Booster writing	Upper KS2 skills literacy booster, delivered by a qualified teacher	Small group allows more targeted support. Of 17 year 6s from March to June 2016, 30% made greater than expected progress (2 steps or more).
TTRS (Touch type read and spell)	Delivered by Inclusion Manager, two mornings a week before school. To support identified children (mostly with dyslexia) in keyboard competence and spelling. The register of children is compiled by the Inclusion Manager and class teachers, with children attending by invitation.	The programme is in its fourth year and has a waiting list. Child-led, the impact is greatest where there is practice at home. The Specialist Teacher (C&L) says it needs practising daily for best results. One year 5 child is typing consistently accurately at 70+ wpm; the majority after 2 years are achieving over 20 wpm.
Year 5 spelling booster	Intervention for children with dyslexia or who are experiencing literacy difficulties.	Of 12 children, having this intervention from Jan-Mar 2018, spelling ages improved by more than 2 years for two children, by 18m for 3 children, by 9m+ for five children and by less than 6m for 2 children.
Lego therapy	For children with ASD/social communication difficulties, this involves working together to assemble a project with an emphasis on verbal and non-verbal communication, joint attention and task focus, collaborative problem-solving, sharing and turn-taking (switching roles during the task).	This intervention is especially successful in year 3, and helps support children negotiating friendships moving into key stage 2; delivered by trained TAs.
Drawing and talking	Drawing and talking is a safe method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. A child draws with a person he feels comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the child's drawings.	This intervention is completely confidential (unless there is a disclosure), and while not measurable, has a gently beneficial effect on some of our children who may have challenges outside of school. While designed as a time-limited intervention, some children have continued as a rolling programme.
Targeted dyscalculia intervention, daily during class maths out of class, Mrs Warne	Following the programme set out in The Dyscalculia Solution, by Emerson and Babbie, this intervention targets children identified as making little or no progress in maths, and takes them right back to the fundamentals of number.	We introduced this in 2016-17 following advice from Jo Johnson of the Specialist Teaching Service. It has been a very successful intense, targeted intervention Two children working out of class on a specialised programme for the whole of year 4 made an amazing 2 years progress, and have retained their learning.

Social Skills/Transition Groups	For children with ASD/social communication difficulties/anxiety. Run weekly by Inclusion Manager when need arises.	The children actively look forward to this group; positive feedback from parents and teachers. The year 6 group who started year 7 in Sept 2018 felt confident and secure about transition.
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Example of a year group provision map (names deleted)

Class: 3A, 3W, 3S		Date: September 2017		Term: 1 & 2 Review Date January 2018			
Quality teaching strategies: Regular short, sharp sessions to review and apply phonics, practical/interactive activities using a range of resources and manipulatives. Problem solving activities. Small group size.							
Interventions: Phonics, Daily Reading, Better Reading programme, Handwriting, Maths booster intervention, Maths enrichment , Lego therapy, Friendship group, Sensory circuits							
Intervention	Group size	Frequency/duration/staff	Pupil	Entry data	Intervention target	Exit data	Outcome
Phonics/ Spelling T ICT suite or laptops in SEN room (back music rooms)	1:6	4 x 30 minutes per week		7.04 6.01 7.10 7.09 6.08 6.03	<ul style="list-style-type: none"> Secure on Phase 5 Letters & Sounds. Phonics Play Level on Accelerread/Accelewrite Applying phonic GPCs to writing. Spelling of high frequency words correctly applied to writing. 	8.03 7.07 8.08 8.01 7.09 7.01	T has watched S teach a spelling intervention lesson and T is more confident delivering this intervention. It has more of a spelling focus using their phonics knowledge.
Handwriting S In 3W's classroom	1: 10	3 x 30 minutes per week except every other Tues is TA meeting		S to ask children to copy out a sentence	<ul style="list-style-type: none"> Children using entry and exit strokes consistent with the schools handwriting policy. Consistent sized letters. Descenders and ascenders correctly distinguished. 	S to ask children to copy out a sentence	J's progress is amazing as is H's writing. C has improved and so has A. N is consistently using the cursive script. C is joining up now.
Maths counting group/Place value/tables – basic maths skills D In 3M's classroom	1:7	3 x 30 minutes per week		3 9 7 7 8 5 6	<ul style="list-style-type: none"> Reinforcement of the basic number system and place value to 3 digit numbers. Number bonds Basic tables- 2, 5, 10. Number facts Working independently Using manipulatives appropriately. Reinforcement of concepts taught in class. 	5 9 8 8 9 5 5	All children have improved their fluency. Steps data shows this. Increase in confidence for G especially. P is attending J's small maths group every day following the dyscalculia programme. Far below the others so will be removed from this group. D's comments: <ul style="list-style-type: none"> Doubling – confident

							<ul style="list-style-type: none"> • Number bonds/ counting – enjoyed games • Place Value – struggled • Fractions – struggled <p><i>Needs more ideas for games</i></p>
Lego Therapy group 1 (S) Thursdays 2.45 – 3.15 in 3W	1:3	30 mins per week			<ul style="list-style-type: none"> • Targets to be set dependent on group dynamics and assessment from S. 		Children enjoy these sessions and they work together as a team. The children maintain eye contact. Articulation has improved – giving clear and precise instructions. Children give each other praise.
Lego Therapy group 2 (S) Wednesdays 10.10 – 10.40 in 3W	1:3	30 mins per week			<ul style="list-style-type: none"> • Targets to be set dependent on group dynamics and assessment from S. 		
Lego Therapy group 3 (C) Thursdays 1.30 – 2pm in 3M	1:3	30 mins per week			<ul style="list-style-type: none"> • Targets to be set dependent on group dynamics and assessment from C. 		Group has benefitted from practising these skills on a weekly basis. They enjoy using the Lego and the individual attention they receive.
Sensory Circuits group 1, (S); hall	1:3	15 minutes per day		Assessment form	<ul style="list-style-type: none"> • To stay on task in class lessons for longer periods 		Improved concentration and the children are much more likely to stay on task. We are considering trialling another session in the afternoon after lunch.
Sensory Circuits group 2, (T), small hall/outside	1:3	15 minutes per day		Assessment form	<ul style="list-style-type: none"> • To stay on task in class lessons for longer periods 		
1 to 1 reading TA in each class	1:1	10 minutes 4 times a week		9 8 9 6 9 9 7	<ul style="list-style-type: none"> • To sound out any unknown words • To use picture clues • To comprehend text and discuss • To use expression when reading • Apply knowledge of HF words • Build up confidence and enjoyment 	10 9 9 7 8 9 9	Trying to hear these children every day but time/staff constraints sometimes get the better of us!

SEN Register 2017-18 in-year progress										
Surname	Forename	Date of Birth	Year	Area of Need	Reading start	reading end	wri start	wri end	maths start	maths end
SEN Support										
A	A	28.4.10	3	SpLD Dyscalculia	10	12	9	12	9	11
B	B	24.2.10	3	ASD/ADHD	9	12	9	12	9	12
SEN Support										
C	C	2.2.09	4	ASD/EAL	11	11	12	13	12	15
D	D	23.3.09	4	ASD/MLD	7	12	4	10	5	8
E	E	24.8.09	4	SpLD Dyscalculia	11	14	10	13	7	7
F	F	31.10.08	4	SpLD?	12	14	11	13	11	14
G	G	15.4.09	4	ASD	12	15	11	12	12	15
SEN Support										
H	H	18.8.08	5	ASD	15	18	15	17	14	18
J	J	18.5.08	5	SpLD Dyslexia	13	17	13	17	13	17
K	K	21.6.08	5	SpLD?	11	17	10	17	10	17
L	L	15.04.08	5	SLCN/MLD	n.r	7	n.r	8	n.r	7
SEN Support										
M	M	15.5.07	6	ASD/SEMH	17	21	17	21	18	21
N	N	15.5.07	6	ASD	18	21	13	21	18	21
P	P	10.1.07	6	SpLD Dyslexia	18	21	15	21	16	20
Q	Q	21.7.07	6	SLCN/EAL	14	18	15	21	13	18

EHC Plans										
R	R	8.2.10	3	PD	5	9	4	7	5	9
S	S	8.8.08	5	ASD/SEMH	16	18	15	18	16	19
T	T	18.8.07	6	PD/MLD	15	16	11	17	10	14
U	U	3.8.07	6	PD	16	17	16	17	17	17
					Expected steps year 5 - 16,17,18			Expected steps year 6 - 19,20,21		
Expected steps year 3 - 10,11,12		Expected steps year 4 - 13,14,15								
3 or more steps in year		1 or 2 steps in year		none or minus steps in year			Accelerated progress: 4 or more steps in year	summer born= April 1-Aug 31 As defined by UK Gov		

*“Disabled pupils and those who have special educational needs across the school successfully meet the challenges expected of them, as their needs are well met. They make similar progress to others, which means **that they make at least expected, and sometimes better than expected, progress from their various starting points.**” Ofsted 2015*

Percentage of children at expected level or above, July 2017-18

Year Group 3			Attainment at expected level or above	Gap	In year expected progress	Gap
Subject						
Reading	SEN	SEN Support 2	100%	+8%	100%	+5%
		EHC Plan 1	0%			
	Non-SEN 93		92%	95%		
Writing	SEN	SEN Support	0%	-86%	100%	+5%
		EHC Plan	0%			
	Non-SEN		78%			
Maths	SEN	SEN Support	0%	-98%	100%	+1%
		EHC Plan	0%		0%	-99%
	Non-SEN		86%	99%		

Year Group 4			Attainment at expected level or above	Gap	In year expected progress	Gap
Subject						
Reading	SEN	SEN Support 5	20%	-71%	60%	-29%
		EHC Plan 0	-		-	-
	Non-SEN 91		91%	89%		
Writing	SEN	SEN Support	0%	-82%	40%	-55%
		EHC Plan	-		-	-
	Non-SEN		82%	95%		
Maths	SEN	SEN Support	40%	-48%	80%	-13%
		EHC Plan	-		-	-
	Non-SEN		88%	93%		

Year Group 5			Attainment at expected level or above	Gap	In year expected progress	Gap
Subject						
Reading	SEN	SEN Support 4	25%	-62%	100%	+9%
		EHC Plan 1	100%		+13%	0%
	Non-SEN 90		87%	91%		
Writing	SEN	SEN Support	0%	-87%	67%	-29%
		EHC Plan	100%		+13%	100%
	Non-SEN		87%	96%		
Maths	SEN	SEN Support	25%	-58%	100%	+2%
		EHC Plan	100%		+17%	100%
	Non-SEN		83%	98%		

Year Group 6			Attainment at expected level or above	Gap	In year expected progress	Gap
Subject						
Reading	SEN	SEN Support 4	75%	-16%	100%	+8%
		EHC Plan 2	0%		-91%	0%
	Non-SEN 89		91%	92%		
Writing	SEN	SEN Support	100%	+8%	100%	+4%
		EHC Plan	0%		-92%	50%
	Non-SEN		92%	96%		
	SEN	SEN Support	50%	-41%	100%	+6%

Maths	<i>EHC Plan</i>	0%	-91%	50%	-44%
	Non-SEN	91%		94%	

Whole Class and Diagnostic Testing

At Amherst, teachers monitor the progress of all pupils three times a year to review their academic progress. All writing is teacher assessed, based on a range of writing in children's English and Topic books. To inform our teacher assessment, we also use a range of assessments with all the children at various points:

- NFER English and maths, years 3, 4 and 5, autumn, spring and summer terms;
- NFER verbal and non-verbal reasoning (year 4 in September; year 5 in September and May);
- Past SATs papers in year 6;
- Rising Stars SPAG (spelling and grammar), all year groups 6 times a year;
- Moderation of progress in maths, writing and reading.
- Spelling age and reading age used as appropriate depending on the need of the child.

Teachers use all this information, alongside work in class exercise books and knowledge of the child to assess the children against our internal 'Steps' tracking criteria, three times a year.

As a result of ongoing tracking and monitoring, we aim quickly to identify children who are not making adequate progress. At this point a teacher might ask the Inclusion Manager to look at the child's books, make a classroom observation, and possibly conduct some assessments (for example Junior Language Link, Sandwell Early Numeracy or Dyslexia Portfolio). This can give us a fuller picture of a child's needs and allows us to put additional targeted support in place.

Provision Plans

The 2015 SEN Code of Practice requires schools to adopt a graduated approach to SEN support, based on the 'Waves' model. Wave 1 is inclusive quality first teaching; Wave 2 is additional intervention(s) to enable children to work at age-related expectations or above (recorded on the class provision map); Wave 3 is additional and highly individualised intervention(s), and is recorded on an individual provision plan, which is shared with parents and reviewed regularly by the inclusion manager, the child's class teacher and the TAs working with that child. A provision plan is needed for all children with an EHC Plan and for those children on the SEN Register as SEN Support who receive high needs funding. Whatever intervention a child is receiving, we review the impact of provision termly, adapting where necessary. Since September 2015, TAs attend the termly whole class provision map reviews.

In addition to provision plan reviews, the Inclusion Manager holds popular weekly Parents' Drop-In sessions every Tuesday or Wednesday afternoon. Any parent is welcome to discuss any issues of concern whether or not their child is on the SEN Register.

Professional Development Training since September 2016

Staff at Amherst have had a significant amount of SEN training, reflecting the importance placed by the leadership team on professional development in this area. In May 2016, we decided to improve

the support and training for all TAs; we now have a rolling programme of termly training delivered in house on topics such as Behaviour Management; Running an Intervention; Putting up a Display, and Making the most of ICT in School. In addition, all TAs have termly coaching and mentoring sessions.

Whole staff/larger groups

All TAs (as part of rolling training programme for TAs): Clicker 7/ICT (October 2016)
Moving and handling (team of 6, ½ day annually in term 1 or 2)
Moving and Handling (new members of care team as appropriate, full day, Valence)
All TAs (as part of rolling training programme for TAs): Display in the classroom
All TAs (as part of rolling training programme for TAs): Running an intervention
All TAs (as part of rolling training programme for TAs): Behaviour Management
All Amherst staff: annual Child Protection Training at the start of each academic year

Individuals/smaller groups

Academic year 2016-17

Mental Health First Aid MIND (Oct 2016, whole day, HH and SEN Governor)
Phonics Refresher (Oct 2016, ½ day with STS at Valence, 1 TA)
MIND fitness (Nov 2016, ½ day, SEN Governor)
Team Teach Positive Handling (Sept 2016, whole day, 1 TA; class teacher booked but unwell)
Dyscalculia awareness (2x TAs Nov 2016)
Beam/Jump ahead (2 TAs Jan 2017)
Teaching for Neurodiversity [dyslexia] (Nov 2016, whole day Canterbury, HH and Riverhead Senco)
Language for Learning SENCO Survival (Jan 2017 HH)
Phonics refresher, (3xTAs, March 2017)
Dyscalculia (1 teacher, 1 TA, March 2017)
Clicker 7 (2xTAs March 2017)
Dyslexia (1 teacher March 2017)
Sensory circuits/Beam, (April 2017 1 TA, full day)
Additional Educational Needs update briefing, Termly, HH

Academic year 2017-18

Additional Educational Needs update briefing, Termly, HH
Working with challenging children, (1xTA, October 2017)
Delivering the dyscalculia programme, in house, Oct 2017, 6 TAs
Moving and Handling (6 x TAs Nov 2017)
TA Conference (Whole day, Valence, HH plus 2x new TAs)
Care Plans and Risk Assessment (Dec 2017, HH)
Phonics Refresher (Dec 2017, 2xTAs)
Dyscalculia awareness (Jan 2018 1xTA)
Boosting Inclusive Quality of Lessons (Feb 2018, 2xTeachers)
ASD Awareness (March 2018, 3xTeachers)
Colourful Semantics (June 2018, 1xTA)
Designated Safeguarding Lead (June 2018 HH)

Academic year 2018-19 to end January

Boosting the inclusive quality of your lessons (Sept 2018 2xClass Teachers)
Lego Therapy as an intervention (Oct 2018, Nov 2018, 1xTA)
Colourful semantics (Nov 2018, 1xClass Teacher, 1xTA)
Programme for Teaching Assistants (Dec 2018, Feb 2019, June 2019 4xTAs)

Dyscalculia awareness (Jan 2019 1xTA)

Reference 1 <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>