

Provision	INCLUSION/SEND Provision 2018/2019	Impact so far
Thrive	<p>Our Thrive provision was started in September 2015. This began with conversion of the old caretakers house into our behaviour support provision. 2 x Learning Mentors were appointed to run the provision and the DHT oversees the quality and running of it. Thrive is essentially a therapeutic provision, which is tailored for each individual child. It is based on regular assessments of a child's emotional development. This is then tracked alongside their academic progress. Intensive training takes place for those who are carrying out the provision. Further information on the Thrive approach (which replaces the often haphazard quality of nurture groups) can be found at: https://www.thriveapproach.co.uk/approach/</p> <p>All children across the school are assessed for their emotional development stage, key targets and strategies are given to teachers based on these findings.</p>	<ul style="list-style-type: none"> • All children working on a 1:1 basis within the Thrive approach have made good progress in their emotional development. • Parent comments have been extremely positive • Academic results for each child, demonstrates at least good progress – these children had made no progress in the last academic year. • Attendance for all children has improved – based on previous years attendance • Provision is now at a stage where we are assessing every child across the school.
Learning Mentors	<p>Alongside the Thrive provision, 2x Learning Mentors enable children to access their learning and develop socially and emotionally, through targeted individual and group support.</p>	<ul style="list-style-type: none"> • Children have been able to make progress academically, their Thrive assessments have shown progress and for many there have been improvements in attendance.
Success For All	<p>Success for All is a whole school English, behaviour, PSHCE and co-operative learning strategy that becomes the heart of provision within a school that adopts it. Whilst this provision isn't specific to just children with SEND needs, the impact and quality of provision for all children means that every child gets the provision, support and challenge that is necessary for them to become successful learners. Our SFA approach spans the whole school, including within the Enhanced Learning Provision (ELP). Further information and summary of the strategy can be found at: http://www.successforall.org.uk</p> <p>We have recently developed our support structure to further enhance our development. 2 x support staff have been appointed as SFA specialist TA's. From September 2016, they will be delivering 1:1 tuition for children who are in need of further accelerated catch-up to meet their year group standards. This is an exciting development and one which will have even greater impact on the needs and progress of the children at Applegarth.</p>	<ul style="list-style-type: none"> • Teaching and Learning reviews have graded the teaching and provision in SFA as outstanding. • Progress in every child's books shows at least good progress. • SEND progress has been accelerated and much stronger than the national picture. • 100% of teaching in English is Good or better. • Collaborative Learning has impacted improvements in behaviour for learning in all subjects and throughout the school
Speech, Language & Communication Targeting	<p>Support throughout the mainstream side of the school is delivered in the classroom and in targeted groups by Teaching Assistants. 8 have been ELKAN trained. The Inclusion Manager is responsible for co-ordinating with teachers, Teaching Assistants and parent/carers to ensure that children who are on the Speech and Language Therapists case load receive targeted support based on their individual plan.</p> <p>Oracy screenings are carried out for children in Early Years to ensure early identification. Children are referred to the Speech and Language Therapy service in collaboration with parent/carers.</p>	<ul style="list-style-type: none"> • All children are receiving their tailored programmes. • Each child has made good progress, with many no longer on the caseload. • Provision within SFA has also supported the progress of these children. • Every child, within reading, writing and maths has made at least good progress.
Enhanced Learning Provision (ELP)	<p>Applegarth is the only academy within STEP that has a specialised unit for children with SLCN provision. Children from across mainly Croydon, are given a place within our provision, when their needs meet the highest threshold and when their primary need is SLCN. Within the ELP we have specialised teachers and TA's who have been trained to high level. The experience within the ELP is great and through targeted and highly resourced provision, the children are taught specialised sessions with a focus on their needs, as well as time within the mainstream classes.</p>	<ul style="list-style-type: none"> • An exemplary provision, as stated within our teaching and learning review. • All children have made accelerated progress. • Attendance is high and work in books is outstanding.
Teaching Assistant Target groups and individual work	<p>Children across the school and within each year group may access additional provision targeted and supported by a TA, within groups and in individual sessions. This differs from year group to year group, dependent on children's progress, attainment and gaps in learning. Most of the provision is provided as a catch-up for those children in need of further support and are mostly children on the SEND register. Clear guidance has been given on the running of these groups and are well resourced.</p>	<ul style="list-style-type: none"> • The CPD provided to the Teaching Assistants has resulted in higher expectations of children with SEND. The children are more independent. • Academic progress is accelerated. The children's Thrive scores demonstrate the progress they have made socially and emotionally.