



# Key Stage One - Year 3 Transition Support



## KS1 Outcome - WB

Following an outcome of Working Below, the child will either have a specific need identified, or already have support in place to support their cognition and learning within KS1. In collaboration with class teachers, parents and SENCo, the child will have the following support in place to ensure that all required provision continues to be implemented and that it is appropriate in meeting their needs both in TEACCH2 if appropriate, and also within class:

If the child currently accesses support within TEACCH 1, they will be assessed in the following ways to determine whether this provision is still relevant and appropriate for the child when progressing into Key Stage 2.

- Children will be assessed using the following means, in order to determine whether the TEACCH Setting is an appropriate setting to meet the children's needs:
- Gap analysis assessments
  - External Agency observations and assessments
  - Holistic assessments e.g. Engagement Profile and Scale
  - Pupil Voice questionnaires
  - Teacher observations and discussions
  - SENCo Observations
  - CATs Assessments.

Some children within the TEACCH room Settings have Education, Health and Care Plans (EHCPs) and therefore have bespoke Long Term Outcomes that they are continuously working towards. In conjunction with these, the children with EHCPs also have a Curriculum Assessment Toolkit file (CATs) which breaks down all of the objectives in the National Curriculum into small steps. This allows the teachers to identify increments of progress and identify the next step for the child moving forward.

Any child accessing TEACCH, who does not have an EHCP, have their work pitched at the age appropriate level, differentiated for their ability. This allows the children to continue to work towards Age Related Expectations, whilst also having their work carefully planned to ensure that gaps in knowledge are being plugged simultaneously.

Many children accessing the TEACCH 2 also receive support from external agencies. This may include: IPASS, physiotherapy, Autism Outreach, Behaviour support outreach, occupational therapy among others. Any reports and assessments undertaken feed into the children's targets and provision, ensuring that a holistic approach is taken to allow the child to progress in all areas.

Use of the 'Yellow Belt' Cats documents, designed to bridge the gap in objectives between the Year 2 and Year 3 curriculum.

Where appropriate, children will have access to AQA level life skills programs in order to build their independence and maturity in preparation for KS2. and beyond

Within the classroom, a child with an assessment of 'Working Below' will have access to the following support in order to ensure that they make excellent progress, with the aim of bridging the gap between WB and ARE:

- The Autumn Term will be focused on ascertaining the child's current areas of strength and targets to work on within the areas of need.
- This will be done through a myriad of ways, including:
- Gap analysis assessments
  - Use of the 'Yellow Belt' document to identify any targets that may need to be met to bridge Year 2 and Year 3.
  - Use of the CATs profile in order to accurately assess the child's current level of attainment and next steps.
    - Reading Recovery benchmarking tool
    - Observations
  - 'Likelihood of dyslexia' assessments where appropriate

- Once the gaps in knowledge have been identified, the children will then have tailored sessions aimed towards building their foundation of knowledge and confidence in the basic skills, in order to then progress onto the Year 1 curriculum successfully.
- This will be taught through:
- Precision Teaching
  - Highly bespoke phonics support if appropriate for the child's learning style, plugging gaps in knowledge.
  - 'Concrete' mathematical activities which can eventually build into the pictorial and then abstract
  - Reading support through additional Guided Reading sessions and the 'Buddy' system.
  - Daily reading support with a focus on decoding and blending, leading to fluency.
    - Words First
    - Communication Plans
  - 'Looking and Thinking' interventions based on building up verbal reasoning skills and also retention ability.
    - Memory Fix interventions
  - Comic Strip Conversations and visuals where needed.

Targeted interventions tailored to support child's specific needs and work through personalised targets.

Creation of Pen Portrait in collaboration with class teacher, TEACCH staff (where appropriate), parents and SENCo in order to ensure that the child has the correct provision in place throughout all elements of the school day.



# Key Stage One - Year 3 Transition Support



## KS1 Outcome - WTS

An assessment of 'Working Towards' in a subject indicates that the child working within their year group's curriculum, but is currently achieving targets that are below the expected standard. Therefore, support will need to be implemented in order to identify the gaps in knowledge and sufficiently support the child in meeting these so that they can continue to apply these skills independently. This will take place through a range of assessments, provision and interventions, including:



Close analysis of the child's Key Performance Indicators (KPIs) to ascertain strengths and areas to build on, aiming towards Age Related Expectations.



- Reading, comprehension and inference support through additional adult led Guided Reading sessions.
- 'Looking and Thinking' interventions based on building up verbal reasoning skills and also retention ability.
  - Memory Fix interventions
- Maths interventions with a focus on the acquisition and retention of basic skills, leading to fluency in these areas.
  - Maths interventions with a focus on the application of skills to reasoning questions.



Use of holistic assessments such as 'The Engagement Profile and Scale' will identify any barriers to learning for individual children, based on the seven areas of engagement:

- responsiveness
  - curiosity
  - discovery
  - anticipation
  - persistence
  - initiation
  - investigation

Support can then be implemented to increase any areas of disengagement, leading to increased focus and outcomes.



A thematic approach to the curriculum allows the children to apply and develop their skills in a range of contexts for purposeful outcomes. This gives them the opportunity to further embed their knowledge whilst also having the opportunity to develop a range of skills including:

- Personal Skills
- Cooperation and Collaboration
- Communication
- Enterprise
- Investigative and Inquisitive
- Resilience and Ambition

All of these will support the child in becoming more confident, resilient and well-rounded learners, in turn, building their ability to acquire, retain and apply skills in all lessons, leading to the meeting of Age Related expectations.