

**LEAP Action Learning Report 2013**

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| Topic area(The What) | **WAS**: What interventions do schools adopt to manage student behaviours? Are practices used in Australian schools, such as Positive Behaviour for Learning, (PBL) universal in their use and effectiveness? I would like to investigate what other welfare programs there are that employ proactive strategies for defining, teaching and supporting appropriate school behaviours. How does another educational system effectively tailor interventions to meet individual, school and student needs. What structures, procedures and interventions (school, county, national) are implemented, and how?**CHANGED TO**: Key issues relating to the integration of children with Special Educational needs. Investigate best practice in supporting SEN students within the mainstream education system. |
| Context(The Where and When) | Woodville Primary School, South Woodham Ferrers, Essex, England. I also visited Elmwood PS, Essex, Saint Stephen’s Infants School in Canterbury, Kent and All Saints Church of Wales School in Gresford, Wales. |
| Research methods(The How) | Observation, discussion with school staff, reading school policies and documents, attendance at SENCO and Head Teacher meetings and personal reflection. |
| Initial findings | SEN provision includes:\*Early diagnosis/intervention\*Intervention strategies in place for pupils not making expected growth\*Detailed IEP’s and target setting\*Good quality provision map which highlights a high level of SEN support\*High quality sensory provision including a sensory room\*Staff working with SEN students receive up to date training\*Close relationship with parents\*Liaise closely and effectively with outside agencies\*SEN pupils achieve or exceed targets SENCO monitors SEN progress\*Developing use of ipads and apps to support SEN students\*ongoing monitoring through on-going observations and assessments\* regular feedback to the SENCO from CTs about progress of students on the register\*Daily liaison between SENCO and SEN TA to monitor needs of SEN pupils\*Half term meetings with TAs and SENCO. Daily liaison with SEN TA |
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