

SEND Impact Report for Governor Safeguarding Panel: Summer Term 2019

Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations.
2. Class teachers continually formatively monitor the children in their class through observations, discussions, marking and written feedback.
3. Providing all adults with the opportunity to discuss concerns at any time.
4. Liaising with parents.

Provision

Any child identified on the SEND register receives additional support. This is outlined on the year group Pupil Provision Tracker, which is written in conjunction with the class teacher, TA and other members of school staff. This outlines any support in addition to quality first teaching that is needed for pupils within the class. Teachers then write an Individual Education Plan (IEP) for children at FR or above, clearly outlining the targets linked to their next steps in learning and suggested activities. TAs follow these plans, with guidance from class teachers, to provide 1:1 intervention sessions, provided in an afternoon, alongside working on these targets in a morning. At the end of the intervention, the class teacher and TA review the pupil's learning. Parents/Carers are invited to meet termly with the class teacher, teaching assistant and SENDCO (Outside agencies are invited where there has been involvement) to review their child's learning and celebrate their successes and to collaboratively write the next set of targets.

At Sitwell, we currently have 46 (14.28%) children classified as SEND. This figure is below national average (14.6%, July 2018) and is based on a total of 322 on role.

23 (50% of total SEND) are classified as School Response, where their needs are being met through classroom and teacher led support and intervention, beyond usual classroom differentiation.

20 (86.95% of total SEND) are classified as Formal Response, where their needs are being met through a combination of classroom and teacher led support and intervention and specialised intervention, delivered by a trained member of staff, overseen by the SENDCO. They will have been seen by an outside agency and that agency may or may not still be involved.

3 (6.52% of total SEND) have an EHCP or statement, where their needs are being met following a targeted and highly specialised programme of support, to meet long and short term targets set by the SEND assessment team and school.

Primary Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
20	12	10	4

Gender of Pupils on SEND Register

Boys	Girls
30	16
65.21%	37.21%

Ethnicity

White	Asian	Black	Mixed	Chinese	Other
15	25	1	5		

Other Vulnerable Groups

Total Number of SEND Pupils who are Pupil Premium	11
Total Number of SEND Pupils who are Looked After	2

Staff Skills

Summary of Substantive SENDCO Qualifications:	
<ul style="list-style-type: none"> SENDCo holds NASENCO post-graduate qualification. 	
Summary of staff CPD for SEND 2018/2019	
Teaching Staff	Teaching Assistants
<ul style="list-style-type: none"> SENDCo attended all LA SENDCo Network Meetings Attachment training provided by PAC-UK BOXALL training provided by SENDco Team Teach Training 	<ul style="list-style-type: none"> Attachment training provided by PAC-UK Reading training provided by LSS Maths basic skills workshops provided by Maths Coordinator

Impact on quality teaching and learning:

This year, we had another challenge for the school when a child transferred from the infants in to year 3 with very severe behavioural difficulties. He would regularly strike members of staff, causing injury, and put himself and other in danger by throwing heavy objects like tables. Although we had worked with the infants to put in a package of support through transition, this was not enough and we could never have predicted he would find transition so difficult. As a result of his behaviour, he was excluded on a number of occasions and was also subject to child protection planning. During his short time at Sitwell, we worked closely with different agencies to put measures in place to manage his behaviour, but only this deteriorated further. This can also attributed to his changing family circumstances, resulting in being taken into care. A fast tracked EHCP process was secured, along with an expedited referral to CAMHs. As a last resort, a commissioned place at The Rowan Centre was secured, which has been partly funded by school, until the EHCP was finally granted recently.

With growing numbers of children with SEMH needs, I have provided training to teaching staff on the use of BOXALL and have developed a child-friendly behaviour plan, which incorporates the BOXALL targets.

Looking ahead to next academic year, we will be receiving a LAC from the infants. His family receive support from PAC-UK, who have provided attachment training for all staff. We will also be receiving a child with severe medical needs so have already begun the associated training required for the staff this will affect. We have also started purchasing the necessary resources e.g. beds.

Team Teach training has been renewed for all teaching staff.

Using some of our additional LSS hours, we have had training provided in early reading for all TAs. We have also used some of these hours to buy in support from the Autism Communication Team.

This year, we have secured 2 EHCPs for children in our care and are hoping to submit a further 2 applications at the beginning of the next academic year.

Recently, we have made changes to the TA afternoon timetable to maximise time spent with children delivering interventions. We have also put more emphasis on teaching staff, who are now expected to provide the activities to TAs to deliver during intervention time, as we believe they know the children and their needs best.

Finally, I have finally passed my NASENCO and am now a fully qualified SENDCo.

Parental Involvement in SEN Reviews

Children who have review meetings have parents invited by letter. There is never 100% attendance from parents. The same families miss these meetings each time. The attendance has been particularly poor this year. Learning mentors and class teachers also verbally invite parents where necessary to encourage attendance. New IEPs are always sent home to all parents. In light of the poor attendance this year, I am going to look into how we can up attendance by restructuring the model for reviews by gaining pupil/parent voice on the matter.

Use of Learning Support Services/Educational Psychologist

LSS and EPS are currently involved/planned to be involved with 18 children on the SEND register, this academic year. Throughout the year, LSS have assessed a number of children and provided informal guidance through reports on how school can support these children. They have also provided a few Learning Support Programmes this year. They have attended IEP review meetings for the children they work with. As a result of the extra hours purchased, we have been able to use some of them to have support from the Autism Communication Team for a number of children diagnosed with autism in school, including a boy new to the area with severe autism. We have also used some of the LSS hours to provide early reading training for TAs. EPS have also provided a lot of support for a few children with severe behavioural needs, with a view to securing an EHCP. EPS and LSS have also had heavy input in securing a place at a mainstream secondary school, for a pupil with an EHCP, who was first refused a place at his preferred secondary school.

Other Agencies

This year, we have had continued support from the VI team this year for children in year 4 and 6. The HI team continue to support a child who has been with us since year 3, along with a child in year 3 with Downs Syndrome. We have had a lot of support with physiotherapy this year, as we have a few children with mobility needs. They have helped us with supporting a child returning to school after a long illness and time in hospital. They are also helping us with preparing for a child who will be joining us in the next academic year.

In-class Provision

In-class provision comes in the form of quality first teaching. This is what the DCSF say it should look like in the classroom:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

At Sitwell, this is supported through the use of resources, deployment of the TA, differentiation, pre-teaching, split inputs, learning stops, learning in context, over-learning, checking activities and much more!

Interventions

Where children cannot be supported to make progress within the classroom, children are supported through a specialised intervention outside of the classroom, delivered by a trained member of staff. This year, we have continued the pre-teaching/same-day intervention structure (as described above). Catch-up numeracy has continued and shown good impact on children's progress with a number of children being removed from the program due to the progress they have made.

Key Priorities for 2018/2019

- Develop parental involvement.
- Ensure a successful transition for children new to year 3, particularly the child with severe medical needs.