

SEND Impact Report for Governor Safeguarding Panel: Summer Term 2020

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. Teachers 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 44 (14.01%) children classified as SEND. This figure is below national average (14.9%) and is based on a total of 311 on role.

21 (48% 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.

17 (38.63% 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.

6 (13.63% 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
22	9	11	6

Please note, this number is greater than the total number of children on the SEN register as some children fall into more than one category.

Gender of Pupils on SEND Register

Boys	Girls
33	11
75%	25%

Ethnicity

White	Asian	Black	Mixed	Chinese	Other
13	22	3	6	0	0

Other Vulnerable Groups

Total Number of SEND Pupils who are Pupil Premium	19
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 • Intervention Training • New IEP format/All About Me Training 	<ul style="list-style-type: none"> • Downs Syndrome Training (1 staff member) • Moving and Handling Training (5 staff members) • Catheterisation Training (5 staff members) • Wheelchair Training (5 staff members) • Intervention Training (All staff) • New IEP format/All About Me Training (All staff)

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 complex medical needs, with spina bifida as his main presenting need. He is also wheelchair-bound. This involved a number of staff requiring some highly specialised training, including, moving and handling, wheelchair and catheterisation. His transition went smoothly and he is being well-cared for by staff members in terms of his medical needs.

In the autumn term, I sent out a set of questionnaires to the parents of children with SEN. The main theme that kept cropping up was year 2 parents who did not know their child was on the SEN register. For each of these parents, I contacted them directly to explain why they were on the register and what this meant for their child.

This year, we have secured 1 EHCP for a child in year 6, which included a place at a specialist behavioural setting for KS3. We have also secured a place for a child in year 5 at The Willows, who has an EHCP, and he will start there at the beginning of year 6. Finally, we have been gathering evidence for a further 3 EHCPs and hope to submit these applications at the beginning of the next academic year.

In response to COVID-19, personalised work was set for children with additional needs on Google Classroom, during the lockdown period. In some cases, where children's needs are quite high, packs of paper-based work was sent home. During the lockdown period, one LAC child, with SEMH needs, really struggled and displayed abusive and aggressive behaviour towards both children and staff. As a result, EPS did some work with this child, with a view to supporting an EHCP application. All children with EHCPs were offered the opportunity to attend school during lockdown, but only 1 child took up the offer. Risk assessments were written for children with EHCPs, whether they were in school or staying at home. Children were checked up on regularly, if not in school. Risk assessments have been written for children returning to school during the summer term and for the autumn term, who have additional needs e.g. medical needs/intimate care. Finally, we have prepared a timetable for interventions, to ensure these continue in September in a COVID-safe way, as this is a legal requirement.

Looking ahead to next academic year, we will be improving and updating our IEPs. Staff (teachers and teaching assistants) have attended staff meetings to introduce these and they have a greater emphasis on pupil voice. In addition, I have delivered training on interventions, including Catch-Up Numeracy, Reading Rescue, Rainbow Reading etc. These interventions are programmes/schemes, which are tried and tested and are proven to have a marked impact on pupil progress.

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.

Use of Learning Support Services/Educational Psychologist

LSS and EPS are currently involved/planned to be involved with a number of 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. 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 specialist behavioural provision for KS3, for a child in year 6.

Other Agencies

This year, we have had continued support from the VI team this year for children in year 5. The HI team continue to support a child who has been with us since year 4, along with a child in year 4 with Downs Syndrome. We have had a lot of support from the Occupational Therapist and Physiotherapy team, along with the catheterisation nurse, with regard to the child in year with spina bifida.

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.

Key Priorities for 2020/2021

- Develop pupil voice
- Improve the quality of intervention delivered