

SEND Impact Report for Governor Safeguarding Panel: Autumn 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 45 (14.85%) children classified as SEND. This figure is below national average (14.9%) and is based on a total of 303 on role.

29 (64.44% 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.

11 (24.44% 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.

5 (11.11% 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.

There are a further 5/11 children classified as Formal Response, which have an ECHCP application in process or we are in the process of gathering the necessary in order to make an EHCP application.

Primary Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
18	8	17	7

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
34	11
75.55%	24.44%

Ethnicity

White	Asian	Black	Mixed	Chinese	Other
12	25	2	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/Post 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 Autumn Term 2020	
Teaching Staff	Teaching Assistants
<ul style="list-style-type: none"> SENDCo attended LA SENDCo Network Meetings 	<ul style="list-style-type: none"> Refresher Moving and Handling Training for 3 staff

	<ul style="list-style-type: none"> ● Full Moving and Handling Training for 3 staff ● Down's Syndrome Training for 1 new member of staff ● Selective Mutism Training for 2 members of staff
<p>Impact on quality teaching and learning: This term, we have submitted 2 EHCP applications and have a further 3 children which we are currently gathering evidence for in order to make an EHCP application.</p> <p>In response to COVID-19, personalised work is for children with additional needs on Google Classroom, during periods of self-isolation. In some cases, where children's needs are quite high, packs of paper-based work are sent home. Risk assessments written for children returning to school during the autumn term (who didn't attend up until July due to government guidance) , who have additional needs e.g. medical needs/intimate care.</p> <p>We prepared a timetable for interventions, to ensure these continued in September in a COVID-safe way, as this is a legal requirement. This means interventions have had to take place across the whole school day to work around the staggered timetable. Some children have unfortunately had to miss some intervention work due to staffing restrictions and this have been unavoidable. We have tried to ensure intervention have gone ahead as planned but, at times, we have simply been too stretched with staff. Where possible, in-class TAs have tried to pick up some of this intervention, but this has then meant they are not as available to support the whole class. Having reviewed the intervention timetable for the autumn term, we have decided to change it so that class TAs deliver interventions for their class only, rather than classes across the year group. This is predominantly to stop the spread of infection and reduce the probability of unnecessary numbers of staff having to self-isolate due to contact with children in different classes (within their year group).</p> <p>We have implemented our new child-friendly IEPs/All About Me Pages and will evaluate the impact of these at the end of the academic year.</p>	

Parental Involvement in SEN Reviews

This year, due to COVID-19, IEP Reviews took the form of phone calls. Parents were notified by letter of the time and date. Parent participation in these was much higher than when face-to-face meetings are offered.

Use of Learning Support Services/Educational Psychologist

LSS and EPS and 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. Despite the pandemic, EPS and LSS still offer their services, at minimum from a virtual perspective.

Other Agencies

This year, we have had continued support from the VI team for a child in year 6. The HI team continue to support a child who has been with us since year 4, along with a child in year 5 with Downs Syndrome.

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

