

SEND IMPACT REPORT: ACADEMIC YEAR 2020-2021 REPORT TO GOVERNORS

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 monitoring 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 Formal Response (FR) or above, clearly outlining the targets linked to their next steps in learning and suggested activities. Support staff follow these plans, with guidance from class teachers, to provide 1:1 intervention sessions, during the school day. Where appropriate, children also get the opportunity to work on their individual targets independently. 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, celebrate their successes and collaboratively write the next set of targets.

At Sitwell, we currently have 60 (19.8%) children classified as SEND. This figure is above the national average (15.4%) and is based on a total of 303 on role.

42 (70% 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 (18.3% 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.

7 (11.7% 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.

For one child, classified as Formal Response, we are currently in the process of completing an EHCP application, which will be submitted in the Autumn Term.

Primary Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
30	10	18	10

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
38	22
63.3%	37.7%

Ethnicity

White	Asian	Black	Mixed	Chinese	Other
18	34	2	6	0	0

Other Vulnerable Groups

Total Number of SEND Pupils who are Pupil Premium	20
Total Number of SEND Pupils who are Looked After	1

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 2020/2021	
Teaching Staff	Teaching Assistants

<ul style="list-style-type: none"> ● SENDCo attended all LA SENDCo Network Meetings. These were held remotely. ● Intervention and Provision Map Training ● New IEP format/All About Me Training 	<ul style="list-style-type: none"> ● Refresher Moving and Handling Training (5 staff members) ● LAC SEMH Training provided by EPS - 3 sessions (5 staff members) ● Understanding Dyslexia Online CPD (3 staff members) ● Good Practice in Autism Training (4 staff members) ● Understanding the Biological Underpinnings of Autism Online CPD (1 staff member) ● Understanding ADHD (1 staff member) ● Exploring learning disabilities: supporting belonging (2 staff members) ● Introduction to Speech and Language Online CPD (6 staff members) ● Mental Health and Wellbeing (1 staff member) ● Disability Matters (3 staff members)
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Impact on quality teaching and learning:

This year, we have secured EHCPs for three children; two Y6 pupils and one Y5 pupil. Further, we are in the process of completing an EHCP application for a Y3 pupil and hope to submit the paperwork at the beginning of the next academic year.

In response to COVID-19, during the lockdown period and periods of self-isolation, personalised work has been set for children with additional needs on Google Classroom. In some cases, where children's needs are quite high, packs of paper-based work have been sent home.

At the start of the school year, we prepared a timetable for interventions, to ensure these continued 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 staff absence and/or self-isolation and this has been unavoidable. This year, class TAs have delivered 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).

Our new child-friendly IEPs/All About Me Pages have been introduced this year to ensure there is a greater emphasis on pupil voice. Initial feedback from pupils, parents and staff has been positive.

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. New IEPs are always sent home to all parents at the start of each term.

Use of Learning Support Services/Educational Psychologist

LSS and EPS have been involved with a number of children on the SEND register, this academic year, where they have assessed them and provided informal guidance through reports on how the 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. Despite the pandemic, EPS and LSS have still offered their services, at a 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 has continued 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 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 2021/2022

- To develop further the use of pupil voice;
- Through whole-staff training, to develop staff understanding of children's mental health and wellbeing;
- To improve the reading resources for SEND children.