

# Special Education Needs Impact Report for Governors 2021-2022



## 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 and small group 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 70 (23%) children classified as SEND. This figure is above the Local average (19.7%), National average is 17.4% and is based on a total of 303 on role.

41 (13.5%) are classified as School Response, where their needs are being met through classroom and teacher-led support and intervention, beyond usual classroom differentiation.

21 (7%) 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 (3%) 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. Local is 4.4% and National is 4.0%.

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

### Primary Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
39	7	22	2

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
48	22
68.5%	31.5%

### Staff Skills

<p><b>Summary of Substantive SENDCO Qualifications:</b></p> <ul style="list-style-type: none"> <li>• SENDCo holds the NASENCO post-graduate qualification.</li> <li>• LoL SEND is working towards the SENCO post graduate qualification (due to be completed June 2024)</li> </ul>	
<p><b>Summary of staff CPD for SEND 2021/2022</b></p>	
<p><b>Teaching Staff</b></p> <ul style="list-style-type: none"> <li>• SEND Team attended all LA SENDCo Network Meetings.</li> <li>• SEMH training - importance of mental health</li> <li>• New IEP format/All About Me Training</li> <li>• SMART targets</li> <li>• Prevent training</li> <li>• SEN Expectations and ethos</li> <li>• Rosenshine's principles</li> </ul>	<p><b>Teaching Assistants</b></p> <ul style="list-style-type: none"> <li>• Read Write Inc.</li> <li>• In house curriculum support</li> <li>• Prevent Training</li> </ul>
<p><b>Impact on quality teaching and learning:</b></p>	

This year, we have secured EHCPs for one pupil.

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

### **Parental Involvement in SEN Reviews**

IEP Reviews continue to be 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 Integrated Support Services/Educational Psychologist**

ISS and EPS have been involved with a number of children on the SEND register, this academic year, where they have assessed them and provided formal guidance through reports on how the school can support these children. They have also provided Learning Support Programmes this year. They have attended review meetings for the children with high SEND need.

### **Other Agencies**

The Hearing Impairment team has continued to support children with significant hearing impairments The VI team provide reports for pupils with Visual Impairments.

### **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 2022/2023

- Staff knowledge on SEND - the SEND CoP.
- To increase the capacity of the SEN team.
- To increase parental participation for pupils who have SEND.
- To have a full review of the SEND register.
- To streamline data systems within school for pupils with SEND.