

## **SEN Impact Report for Governors Summer Term 2016**

### **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. 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 which is needed for pupils within the class. Teachers then write an Individual Education Plan (IEP), clearly outlining the targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the intervention sessions. 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 SENCO (Outside agencies are invited where there has been involvement) to review their child's learning and celebrate their successes.

At Sitwell, we currently have 49 (14.98%) children classified as SEND. This figure is below national average (15.4%) and is based on a total of 327 on role.

34 (68% 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.

9 (18.37% 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 SENCO.

6 (11.54% of total SEND) have an EHC 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 SEN assessment team and school.

### Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
33	3	9	4

### Gender of Pupils on SEND Register

Boys	Girls
29	20
<b>59.18%</b>	<b>40.82%</b>

### Ethnicity

White	Asian	Black	Mixed	Chinese	Other
23	25	1	0	0	0

### Other Vulnerable Groups

Total Number of SEND Pupils who are Pupil Premium	10
Total Number of SEND Pupils who are Looked After	0

### Staff Skills

<b>Summary of Substantive SENDCO Qualifications:</b> <ul style="list-style-type: none"> <li>National Award in Special Educational Needs Co-ordination</li> <li>SLE for SEND</li> </ul>	
<b>Summary of staff CPD for SEND 2015/2016</b>	
<b>Teaching Staff</b>	<b>Teaching Assistants</b>
Attachment Training by EPS	Attachment Training by EPS Further Attachment Training Catch Up Numeracy
<b>Impact on quality teaching and learning:</b> Attachment training was used to support a child with severe attachment issues. He eventually left our school through a managed move. Attachment training can also be used with other children in school who demonstrate less severe attachment issues. Catch Up Numeracy is an intervention that will begin in the new academic year to support children with severe gaps in the building blocks of maths.	

Comment [e11]:

### **Accessibility Plan**

Please see separate Accessibility Plan document. This needs updating. Examples and advice have been sought from Sitwell Infant School and Oakwood High School on how we can improve it.

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

Children who have review meetings have parents invited by letter. There is not 100% attendance from parents. The same families miss these meetings each time. 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 with 11 children on the SEND register. They have had heavy involvement with one particular child in year 5 and have produced reports and have attended FCAF meetings in relation to her. The parent of this child has completed a parental request for an EHCP and LSS and EPS have provided reports in relation to this. Throughout the year, they have assessed a number of children and provided informal guidance through reports on how school can support these children. They have not provided any Learning Support Programmes this year. They have attended IEP review meetings for the children they work with.

### **Other Agencies**

This year, we have accessed support through Early Help and made one referral to CAMHS but this child is still waiting to be seen. We have had involvement with physiotherapy for a number of children. The Hearing Impairment Team continues to support a child in year 5. Sensory Bound (a company being paid to support by a parent of a child in year 5 mentioned in the above paragraph) has provided information on how we can further support this child with her multi-sensory needs. Virtual Schools supported the managed move of the child with severe attachment issues in year 6.

### **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 begun work to improve the intervention process. This began with restructuring the timetable so that slots were reduced from 50 minutes to 30 minutes as it was thought that children found it difficult to concentrate for that long. This also allowed us more slots to work with more children. It was identified that there wasn't enough Mathematics intervention happening in school, so 2 TAs have been on Catch Up Numeracy training to fill gaps in children's knowledge and understanding. This intervention will begin in September. TAs were reassigned to children based on their area of expertise and strengths.

### **Key Priorities for 2016/2017**

- Update Accessibility Plan
- Further restructuring of TA intervention timetables to maximise pupil progress
- More focussed, time bound interventions