

## SEND Impact Report for Governor Safeguarding Panel: Summer Term 2017

### Identification

Assessment of our pupils continues throughout their time with us. We do this by:

1. Analysing assessment data no less than half-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) for children at FR or above, clearly outlining the targets linked to their next steps in learning and suggested activities. TAs use these plans to plan the one:one 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 SENCO (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 33 (9.64%) children classified as SEND. This figure is below national average (14.4%) and is based on a total of 342 on role.

20 (63.63% 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.

7 (21.21% 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. They will have been seen by an outside agency and they agency may or may not still be involved.

6 (18.18% 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
22	4	3	4

#### Gender of Pupils on SEND Register

Boys	Girls
18	15
54.54%	45.45%

#### Ethnicity

White	Asian	Black	Mixed	Chinese	Other
17	14	2	0	0	0

#### Other Vulnerable Groups

Total Number of SEND Pupils who are Pupil Premium	12
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>• Undertaken LA 'Managing the SENDCo Role' training for SENDCos new to the role.</li> <li>• Undertaking national qualification online through Real Training.</li> <li>• Attended all LA SEN Network Meetings.</li> </ul>	
<b>Summary of staff CPD for SEND 2016/2017</b>	
<b>Teaching Staff</b>	<b>Teaching Assistants</b>
<ul style="list-style-type: none"> <li>• Introduction of pre-teaching and same-day intervention</li> <li>• Staff Mental Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of pre-teaching and same-day intervention</li> <li>• Staff Mental Health and Wellbeing</li> <li>• Visits to other schools to see pre-teaching and same-day intervention in action</li> </ul>

	<ul style="list-style-type: none"> <li>• Dyslexia Training</li> <li>• Vocabulary Training</li> <li>• Numicon Training</li> <li>• Writing Training</li> <li>• Maltby Academy Inset Day</li> </ul>
<p><b>Impact on quality teaching and learning:</b></p> <p>The biggest impact on teaching and learning this has been the introduction of pre-teaching and same-day intervention. This has involved a complete over-haul of the TA timetable, based on considerable research, including SLT members and TAs visiting other schools who already take this approach. This approach now sees TAs cover classes in an afternoon to facilitate teachers to be able to conduct pre-teaching with children. This means children are given a pre-learning activity to establish what gaps they have from the previous year and then they access pre-teaching to plug these gaps with the teacher in the afternoon. Each teacher has 3 x 50 minute sessions per week to deliver this. The sessions start at 1.30pm to allow the class teacher to deliver the afternoon lesson, so children still get quality first teaching for the foundation subjects then the TAs cover supervise the remainder of the sessions. These sessions also allow teachers to deliver same-day intervention. This means anything that is picked up as a misconception/gap in children’s understanding can be addressed immediately the same day so children can continue to access learning at their year group expectation the next day. Teachers keep a diary of intervention to monitor the children attending and these sessions can also be used for other purposes e.g. to extend G&amp;T children and complete reasoning and mastery activities in English and maths.</p> <p>The new approach has been well-received by all members of staff. As this has only been in place since Christmas, it is hard to measure the immediate impact but we are starting to see the impact in children’s books, where there is the evidence of pre-teaching and same-day intervention impacting on the future lessons.</p>	

**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. 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 and are currently involved with 8 children on the SEND register. They have had heavy involvement with two children in year 6 in order to help them secure a place at special school. 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 two referrals to CAMHS with two further ones to complete before the academic year ends. We have continued involvement with physiotherapy for a number of children. The Hearing Impairment Team continues to support two children 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 introduced the pre-teaching/same-day intervention structure (as described above). Catch-up numeracy has continued and shown good impact on children's progress with a number of children being removed from the program due to the progress they have made.

### **Key Priorities for 2017/2018**

- Review remaining children on Catch-up Numeracy and identify new children who would benefit from this program.
- Evaluate and monitor the new pre-teaching/same-day intervention program and the impact it is having.
- Update SEN register so it is more comprehensive and user-friendly.

