



## SEND IMPACT Report (2019 – 2020)

### School information

Number of pupils on roll	202
% of pupils with SEN	9.9%
% of SEN pupils receiving SEN support	7.9%
% of SEN pupils with an EHCP	2% (reduced from 3% due to transfers to specialist settings at the end of the academic year)

Key focus of the year	To raise the achievement and attainment of vulnerable pupils including those with SEND.
Focus	IMPACT
Ensuring appropriate provision for all SEND pupils.	TA deployment is effectively used to ensure the best quality provision for pupils with complex needs. Redeployment of TAs has enabled an increasing number of SEND pupils to access 1:1 support.
	Liaison with outside agencies including: Inclusion support, behaviour support, Educational Psychologists input and Community Paediatricians ensure that support given is both appropriate and effective.
	New resources purchased to support a range of needs including sensory, fine motor and dyslexia. New laptops and software will enable pupils with literacy difficulties to develop an alternative way to record their learning.
	Speech and Language therapist, paid for by the school, visits weekly to assess and work with identified pupils.
	Intervention slots assigned to TA's in line with their specialism. SEN pupils and those with gaps in their learning benefit from regular short burst intervention, which addresses specific needs.
	High-quality provision for emotional and mental health support is being further developed through working towards the mental health award.
Training	SMART targets and evaluating interventions training – led by SENCo with teaching staff to ensure that pupils with support plans have purposeful targets and that parental and child views are included. A wider range of interventions is in place and outcomes are being rigorously monitored.
	Zones of Regulation training – led by Inclusion Support with teaching staff and shared in school with support staff. This has shaped part of our recovery curriculum as children return to school following lockdown.
	Better Behaviour Project – led by a specialist teacher with teaching staff.
	Differentiation training led by leadership team with teaching staff.
	A range of Mental Health courses by various providers have supported the Mental Health Team Lead to successfully lead the Mental Health Team and develop positive practices in school.
	Jigsaw PSHE training led by SENCo to teaching and support staff has ensured that our PSHE curriculum is being taught in-line with the new national RSHE curriculum.
	A range of online SEND courses attended online by teaching and support staff (including sensory needs, speech and language, autism and precision teaching).
	SEN surgeries led by the SENCo with teaching staff have allowed staff to seek advice on Support Plans and quality first teaching strategies.
	Mentoring for Newly Qualified Teacher led by SENCo has supported Quality First Teaching and effective, research-based intervention for pupils.
TA appraisals	Observations of support staff by SENCO and core leaders. Feedback given to improve performance and support CPD. Evidence of high-quality intervention in place.
	Review of performance and target setting in line with areas for development and whole school focus.
Multi-agency approach	Continued support from the Educational Psychology service, Inclusion Support Team and Behaviour Support Team has ensured quick and effective assessment and reviews of pupils and their needs. Referrals to Health Professionals such as Paediatricians and Occupational Therapists has supported diagnoses of need and effective strategies to be put in place. Regular intervention from Speech and Language specialists has led to continued progress for those pupils who require the service.

## Leadership and Management

Jenny Roberts (SENCO) has attended Local Authority training and has met with the SENCOs from the local Alliance group as part of continued professional development.

The SENCO sits on the senior management team and has met with the school SEN governor on regular occasions throughout the year.

## Parent partnership

Parents are invited into school three times throughout the year to discuss and review their child's needs and the provision in place. This year, the time given to these meetings has increased to ensure that parents have the opportunity to fully discuss their child's needs and progress. We have an open and honest dialogue with parents and are readily available for consultations to discuss issues when requested.

Support plans are created each year clearly demonstrating and tracking the provision in place to support SEN pupils. Advice is taken from experts and assessments carried out by other professionals to set SMART targets. The school along with parents and other professions involved have regular opportunities to review and set new targets to ensure ongoing progression is made.

The school provides a mid-year report to inform parents of their child's attainment and the progress they have made. There are regular opportunities for parents to come into school to look at their pupil's work.

The school SENCO is able to meet with parents when requested.

## COVID-19

During school closures, the majority of pupils with EHCPs and a small number of pupils at SEN support attended school and received ongoing additional support through 1:1 and/ or small group work. A reduced intervention timetable continued in school to ensure that core needs were supported and that (despite the government's emergency suspension of the legal requirements to do so) provision still met what was stated in the EHCP as far as was possible. External agencies, such as speech and language therapists, continued assessing and delivering therapy via virtual means.

A small number of pupils with EHCPs chose to remain at home during school closures and were set differentiated work daily via Google Classrooms. Weekly contact was made by the SENCO and/ or Head Teacher. The majority of pupils at SEN Support remained at home during school closures and accessed Google Classroom. All pupils at SEND Support and with EHCPs had an adapted school-closures support plan, which was shared with parents and monitored through regular contact. Additional resources were sent home to facilitate working towards bespoke targets. The Family Link Worker was readily available for any parents that needed additional support and referrals were also made to Behaviour Support to support parents at home.

Our Remote and Blended Learning policy and FAQs now outline the planned approach and additional support for pupils with SEND in the cases of individual children or whole classes needing to isolate due to COVID-19. This is in line with the measures taken in the previous lockdown, and additionally seeks to ensure equal access to the learning that is happening in school for individual pupils who are isolating. Contingency plans have been developed in school for if certain staff members need to isolate, and the impact on individual pupils on the SEND register has been mitigated through this.

### **Development points for the coming year**

- Continue to develop consistency in the quality SMART targets on Support Plans.
- Embed the intervention evaluation process enabling teachers to take greater ownership.
- Develop differentiation across the school.
- Gain EHCPs to support identified pupils.
- Embed the use of new laptops and software to support dyslexic pupils.
- Continue to monitor intervention delivery and support TAs to develop specialisms further.
- Introduce the new Local Authority tool: 'The South Glos Way'.
- Gain further understanding of the pupil voice and build this into our next steps.
- Consult parents on the new Jigsaw scheme of work.