



Position Statement

September 2017

Subject: SEND

Subject lead: Aimee Crampton

Development over year

As RAISE online continues to suggest that children with SEND were not achieving at an equal rate to their non-SEN peers, this will continue to be a real focus for this academic year. In the previous academic year the gap narrowed between non-SEN and SEN when compared to previous years. All staff continue to use provision maps to support their thinking. This allows staff to be very aware of all the children on the ever/SEND register in their class/year group, how best to support them and the provision that is in place. Teachers continue to deliver quality first teaching and personalised learning as well as appropriate interventions led by both teachers and support staff.

All children in school will continue to have an individual class file. This system is working well and building up records of evidence for children with SEND to pass on at the transition stage, making the new class teacher aware of the child's needs and any outside agency involvement. In addition to this, each class teacher has an SEND file where provision maps, intervention assessments and assessment and tracking documents are kept and updated termly. Folder checks will continue each term and be carried out by the SENCo.

Pupil progress meetings continue to take place each half term. The staff are now able to evaluate the provision that is in place for children with SEND and consider other options for them if necessary. As a result of this children in foundation stage took part in the 'achieving body control intervention' for the first time in school. This was also carried out with pupils in year 1 and 2. This has been put in place to further support the skills and strength needed for writing.

When I took over the role in September 2016, there was no documentation in place to track the progress of SEND children nor was there an up to date SEND register which clearly highlighted the support children had received and the date on entry on to the register.

The SEND register is now updated at least once a term and gives class teachers a 'go to' document so that they are aware of the support in place and their area of need. IBMPs are also updated at least once a term during a staff meeting to ensure that they are reviewed appropriately with new targets being set. These are signed by teachers and parents and are shared with the pupil.

The implementation of SEND Tracking Documents, Barriers to Learning Documents and the whole school SEND tracker will continue to be used this academic year. These rigorously track the progress, interventions and other factors which may have contributed to children's progress. This has helped teachers to develop a greater understanding of where they are.

In the last term of 2016-2017 academic year nurture sessions were being held to support the transition for vulnerable pupils into their next school/year group. This worked really effectively to support them and there has been positive feedback from parents. Behaviour in the school is now generally very good and so we hope to continue to support vulnerable children experiencing social and emotional difficulties.

Teaching & Learning

SEND children's current needs and next steps are consistently being considered in line with the curriculum. Less interventions are now taking place than previously due to the impact of quality first teaching and peer learning which

is taking place in classrooms.

Quality first teaching is having an impact on children's learning and all children, regardless of ability are able to access learning which will enhance their thinking skills at the appropriate level for them. Across the school there is an additional shared read taking place in all classes to develop skills of inference and deduction as well as word reading.

Evidence of support related to IBMP targets were evident during lessons on a SEND learning walk. However, not all children were aware of their targets and don't have the opportunity to share ideas about how they got on with working towards their targets and setting the next steps.

Regular monitoring is taking place and feedback is given to staff involved in any observation so that they can improve their practice. The SENCo will return to observe again within a month of an initial observations to rigorously monitor the progress and quality of teaching.

Children in years 1 and 2 will be attending additional early morning support to ensure they make progress. Target children in year r will receive SIDNEY 4 times a week to allow them to make accelerated progress and make GLD in the spring and summer terms. These intervention are in addition to targeted support which is taking place during whole class sessions.

DEST testing will also take place earlier this academic year to inform practice sooner.

Support for groups

There is a variety of support available to all groups in my subject, please see provision maps to show interventions and progression throughout the year. Additionally, there are SEND tracking documents, barriers to learning documents and whole school SEND tracking to show the progress and support in place for children on the SEND register.

Resources

There are a variety of resources that are used that have an impact of the learning of pupils with SEND. Please see the barriers to learning documents to see the resources being implemented.

We will be developing further resources this year and taking on new members of staff to support an additional 2 pupils with an EHCP. In order to support them professionally training sessions for Makaton, SLCN, attention autism etc. will be taking place. This will also benefit current staff. We are also hoping to work closely with 'The Haven' Nursery to continue to gain advice and expertise in supporting children with ASC.

Staff Development

AC to continue organise staff training for 30 minutes 1x weekly to support new and less experiences staff to develop their skills and knowledge of the curriculum.

AC to complete regular observations on teachers and support staff to allow for development of teaching skills.

AC to organise meetings with teachers/support staff delivering interventions.

Staff to receive training and support for Makaton, SLCN, attention autism etc.

AC to compose staff questionnaire to ask what they would like more support with.

CPD

SEN update meetings (x3 per annum)

SEN Conference (once a year)

SENCo Circle (Half termly)

SEN update

Update all staff on the changes to the Code of Practice as and when appropriate

Future Development Ideas:

- Make sure all interventions are appropriately base lined and therefore the impact measured to ensure that children are receiving appropriate and targeted interventions
- To gain greater knowledge and experience of SEND through visiting different settings.
- See action plans

Subject bid:-

Maintenance:-

Development:-