

SEND Report to Governors October 2018

Type of Support	Number of pupils
Number of children with a SEND Support Plan (SSP)	Full Plan 8 Monitored plan 4 Just SSP 36
Educational Health and Care Plan (EHCP)	18 14 Pupils have a named place on the Resource Base (1 additional Pupils will be starting in Year 2 this term)
Total number of children on the SEND Register	66

How the school has implemented the graduated approach?



After an initial consultation meeting with the Educational Psychologist, targets are set during a meeting with parents/carers and school, forming the basis for the pupil's SEND Support Plan (SSP). The targets are shared with the class team and are reviewed on a 6 week cycle, with all evidence of meetings and progress charted in the plan. After 3 sets of 6 week targets, a decision is made with parent/carers, to decide whether there should be an application made for an Education, Health and Care Plan (EHCP).

How many EHCP's have we applied for in the past year?

1 EHCP is being processed currently by Lambeth. We have a further 4 EHCP applications that will be sent to Lambeth this year.

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How does the school identify SEND?

Within the school, pupils have the opportunity to settle into their new Class, during which time, Class Teachers are expected to provide for the needs of the child through Quality First Teaching (QFT). If a pupil requires support that is **additional to** or **different from** what the Class Teacher can offer at QFT Level, the Class Teacher will be asked to fill out an Initial Concern Form outlining the pupil's needs and strategies and any strategies that have been put in place. As an outcome of this, the SEND Team will then meet as an Inclusion Team to discuss appropriate provision or additional support from specialists.

Pupil Progress meetings are held every big term (end of Autumn/Spring/Summer) and any concerns Class Teachers have regarding the progress or development of the pupils in their classes, can be brought up then. However, concerns are often discussed verbally on a daily basis by the Class Teacher to either the Assistant Heads, Inclusion Manager, SENCO or SEN Teacher directly. Some concerns are flagged before the pupil begins school in Early Years through Home Visits, referrals from Lambeth Admissions, drop-ins at the Children's Centre or from other Early Years Provisions.

Parents/Carers often approach Class Teachers with their concerns. These are then passed onto the SENCO or SEN Teacher who will discuss these concerns with the Class Teacher before determining the best way forward.

What happens when a pupil has been identified? Different from/Additional To

Following Pupil Progress and once a pupil has been identified, the Team meet to determine the best support required. This could be:

- School based work with SEND TA
- School based SaLT
- Specialist SaLT from Laura, our Speech and Language Therapist
- Specialist Occupational Therapy (OT) TA trained support – currently focusing on developing life skills with the pupils who have a named place on the Resource Base
- Referral to EP
- Referral for Developmental Assessment
- Learning Mentor
- Other referrals – CAMHS/OT

If a pupil requires a higher level of support, then an SSP will be considered. This is usually in consultation with the EP.

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Progress

Progress for pupils on the SEND Register is tracked through:

- Classroom Monitor
- BSquared – for pupils who cannot access the National Curriculum in line with their peers and are working at Well Below.
- Interactive Learning Diary – for pupils in EYFS
- Pupil Progress Meetings
- IEP reviews
- SEND Support Plan Reviews
- Supported by evidence from Class TA/SEN TA/Class Teacher

The Inclusion Team are also setting up Provision Map which will track any additional interventions or support that each pupil may be receiving.

Resource Base

The Resource Base became fully functional in September 2017. It has therapy rooms for Learning Mentors, Speech and Language and Occupational Therapy as well as two classrooms and a sensory room.

The criteria for a pupil to have a named place on the Resource Base is:

- Primary Diagnosis of Autism
- EHCP
- Able to access the Mainstream
- Learning is in line with peers or slightly below

Pupils are registered in their Mainstream Class and, ideally, will work within their classroom, accessing the Resource Base for therapies and skills based activities to develop their Communication, Social Interaction or Sensory needs. Pupils do not spend the whole day in the Resource Base and will typically access the Resource Base in the afternoons for specific activities. Currently, the Resource Base is running a programme of Lego Therapy, Art Therapy, Social Interaction games, Playground Skills development and Forest School. Once a week, there is a session with the Music Teacher.

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If pupils are struggling to work within the Mainstream, then a Personalised Timetable is developed which outlines how and when they should access the Base. The aim is to eliminate barriers to learning so that pupils can progress both on an academic and holistic level whilst still maintaining opportunities to work and play alongside their peers.

In order to increase parental involvement, sencosurgery email was setup and SEND news has been added to the website for any information received that would be of interest to parents.

Current Staff

There has been a significant change to the staffing within the school which has meant that additional time and resources has had to be deployed to ensure that the quality of provision and support is maintained. This has included:

- Supporting pupils who have new members of staff
- Monitoring of the skill set of each new member of staff to ensure the best support is being given to each pupil
- Additional time to develop new staff members key skills and understanding of the needs of the pupil they are working with
- Monitoring of use of TEACCH system and resources within the classes
- Deploying staff to ensure pupils are supported during staff absence
- Support given to new staff who may not have the necessary understanding of behaviours and strategies to support pupils
- Development of individual class folders for all pupils with an EHCP or SEND Support Plan

Support is designated on an individual basis and will include any support requirements outlined in a pupil's EHCP. However unpredictable changes to the school such as a high intake in EYFS of pupils who have yet to have a formal diagnosis of additional need, does put a strain on classrooms where there is no additional staff to support need.

Work with external agencies

The SEND Team currently works with Lambeth Educational Psychology Services, Lambeth and private SaLT and OT Services. These services support and advise the SEND Team with target setting, contribution to Annual Reviews and EHCP assessments amongst other things. Where necessary, further specialist advice is sought from a range of services including Lambeth Visual Impairment Team and Lambeth Hearing Impairment Team.

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SaLT: at the end of last year, both our trained SaLT TAs and the Speech and Language Therapist left. There is a new therapist, Laura from Therapy Network and a new SaLT TA appointed, Mel Sardinha who are working with Mainstream and Resource Base pupils. Mel is a Class TA in the mornings and does her SaLT role in the afternoons which does decrease the amount of pupils who will receive SaLT input especially in the EYFS whom she is currently screening. All TAs working in a class with pupils who need small group SaLT interventions have been spoken to by Laura and Mel and provided with a pack for enabling SaLT with those pupils 3 x per week.

OT: the OT service are currently working with 3 TAs who have been trained in delivering a specific OT package which focuses on life skills such as using a knife and fork. They are currently focusing on pupils who have a named place on the Resource Base as there is no capacity for this to be extended to the rest of the school at the moment.

Future Developments

We are currently looking at the following areas for future development:

- Developing target tracking and data systems for SEND (Bsquared)
- Embedding the use of Evisense to evidence learning.
- Deployment of Staff to ensure maximum impact for progression and attainment.
- Developing provision of CPD for all Staff related to SEND including basic understanding of the different types of need
- Tracking of vulnerable SEND Groups
- Continued on-going ASC Base work
- Increasing parental involvement within the school
- Developing links to external groups such as RADiate to work with the pupils with SEND and, specifically, with the pupils with a named place on the Resource Base