

SEND Report to Governors January 2020

Type of Support	Number of pupils
Number of children with a SEND Support Plan (SSP)	SEND Support Plan 75 children
Educational Health and Care Plan (EHCP)	24 EHC Plans 14 children named on the Resource Base 1 child currently in the mainstream planning to be name on the Resource Base 10 Mainstream – 4 additional children currently being assessed
Total number of children on the SEND Register	99 children

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. This forms the basis for the pupil's SEND Support Plan (SSP). The targets are shared and modelled with the teachers and support staff and are reviewed every other term. Each review is known as a cycle. The evidence of meetings and progress are documented in a plan. After 3 cycles, 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?

SEND Report to Governors January 2020

4 EHC Plans are being processed currently by Lambeth. We have a further 3 EHCP applications that will be sent to Lambeth this year.

SEND Report to Governors January 2020

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, Deputy Headteacher for Inclusion, SENDCO 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 SENDCO 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 a Teaching and Learning Assistant (TALA)
- ✓ School based SaLT TALAs (Ms Ashlea Springer and Ms Mel Sardinha)
- ✓ Specialist SaLT from Laura Hamilton, our Speech and Language Therapist
- ✓ Specialist Occupational Therapy (OT) TALA trained support – currently focusing on developing life skills with the pupils who have a named place on the Resource Base
- ✓ Referral to Educational Psychologist
- ✓ Referral for Developmental Assessment
- ✓ Learning Mentor
- ✓ Other referrals – CAMHS/OT

If a pupil requires a higher level of support, then a SEND Support Plan (SSP) will be considered. This is usually in consultation with the EP.

SEND Report to Governors January 2020

Progress

Progress for pupils on the SEND Register is tracked through:

- ✓ Fischer Family Trust
- ✓ 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 have set 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 the Learning Mentor, 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.

SEND Report to Governors January 2020

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, the sencosurgery email was setup and SEND news is added to the website for any information received that would be of interest to parents.

Staffing

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, can place pressures on classrooms where there is no additional staff to support need.

The school does the following to ensure quality support:

- ✓ 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
 - ✓ Redeploying 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

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.

SEND Report to Governors January 2020

SaLT: The school engages the services of Laura Hamilton from Therapy Network and has appointed two SaLT TALA's. Mel Sardinha and Ashlea Springer work with Mainstream and Resource Base pupils. Both colleagues are class based in the mornings and carry out their SaLT roles in the afternoons.

OT: the OT service are currently working with a number of support staff to deliver 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.

Future Developments

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

- ✓ Continuing the development of 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