

Annual SEND report

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I succeeded Rachael Tipton in September 2021. Alongside the role of SENDCo, I am currently undertaking my NASENCo qualification which has to be completed within my first 3 years of taking on the role.

Context

The school currently has 245 children on role including 16 children on the SEN register. This includes one with an Education Health Care Plan and 5 with additional High Level Needs funding. I currently receive 1 full day release time out of class to focus on SEN.

Governor Focus: Attendance/Attainment

Due to the pandemic it has been difficult for our link governor to come in to school but attendance is always shared and discussed at LGB meetings as is attainment termly. As restrictions are lifted it would be beneficial for our link governor to come into school to witness first-hand the provision that the children with higher level needs have are accessing.

Progress:

We have hosted the SEN Reviews for all children on the SEN register this year. 14/16 attended the meeting with Miss Toplass (SENDCo), Mrs Byrne (Head Teacher) as well as the class teachers and teaching assistants. 2/16 were unable to attend the initial meeting but did meet separately with Miss Toplass to discuss progress and support available. Parents were provided with a new progression map and notes taken during the meeting. Some children in Key Stage 2 were able to attend the meetings to share their work, however time impacted how much they were able to share. In the Lent Meetings, parents will be given half an hour slots to ensure that the children are able to have adequate time to share their voice and reflections on their progress.

Transition:

In Pentecost 2 all children with additional needs received a transition pack to share with the adults at home. This included a booklet which had photos of their new staff team and who they could go to if they need support, as well as photos of their classroom and where to put their coats etc. It also listed details about their lessons to prepare them for returning to school. For children who displayed anxieties about returning to school, they also had a pack of morning routine cards (so the school morning routine didn't come as a surprise on the day), a countdown until the return of school and a social story about returning to school. The impact of this on the children's wellbeing was positive as they felt better prepared for returning to school and reduced any worries they may have had. A transition day also took place before the school broke up for the summer, which allowed the children to meet the staff they would be working with. As COVID restrictions continue to be reduced, we hope that in Pentecost 2, 2022, the children will also be allowed to visit their new classrooms for the day.

Curriculum

All children are given access to the curriculum through tailored teaching, resourcing and support. We have many children on the SEN register accessing the maths and literacy curriculum through looking at objectives from the year groups before, teachers will also use additional support through resourcing to support them in that lesson. Additional support can be given in the form of small group work with teaching assistants or other additional adults and extra resources to support them including word banks, coloured overlays, physical resources in maths etc. Additional support can also be given in small intervention or catch up sessions, where specialist programmes are delivered on 1:1 basis or in small groups. For children who are currently unable to access the national curriculum

in the classroom with the rest of their class, the school have many breakout rooms available so children can be taught in small groups.

The school now has 2 established SEN sensory rooms. One of these is designed for messy/sensory play and the other to support children's work. We are building on current resources to allow the children a range of experiences when using these rooms. We have developed a timetable that allows the children receiving 1:1 support to work together in the afternoons to build on social skills, communication, fine and gross motor skills. This has allowed the children to interact with children from outside their class with similar needs as well as providing the 1:1 staff opportunities to discuss ideas or difficulties and support the new staff. The school currently has four students who require 1:1 teaching to enable them to complete any work.

Internal/External Support:

At the beginning of the year, Miss Toplass and Mrs Byrne held a team around the child meeting (involving staff from the Autism, Behaviour and emotion, the Learning Support and Educational Psychologist teams). We discussed and updated the teams about what has happened over the pandemic and what has changed with our young people and families. This led to suggestions around training and support needed.

Following that, the ASD team has attended school to provide support to 9 children and support with the HLN bids submitted in the Advent Term.

The Educational Psychologist is also supporting with 2 children in school and has held meetings with class teachers, SLT and families to ensure holistic strategies are being used to support them.

SENDCo tasks completed during the Advent Term:

- SENDCo staff meeting held Wednesday 8th September 2021- introducing the new intervention folder layout and reminding staff about quality first teaching.
- Team around the child meeting- Monday 13th September 2021
- Visited new children to EYFS to make observations to support new staff
- Attended compulsory days at Nottingham Trent University (NASENDCo award)- Friday 17th September/ Friday 19th November (1st Assignment submitted).
- New to SENDCo Family SENDCo support meeting- Thursday 23rd September 2021
- New HLN Bid training- Wednesday 6th October 2021 and Thursday 7th October 2021
- Moderation with ASD Team (HLN Bids)
- Olol SEND Network- Wednesday 17th November 2021
- Family SENDCo meeting- Thursday 9th December 2021
- EHCP review arranged and external agencies contacted
- EHCP review prepped for and hosted, review information written and shared with relevant external agencies
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- Intervention folders checked
- Set up the afternoon sessions for 1:1 teams to work together.
- Intensive interaction training for new staff and 1:1's.

SENDCo tasks completed so far during Lent term:

- Attended compulsory days at Nottingham Trent University (NASENDCo Award)- Friday 14th January 2022/
- Meeting with Educational Psychologist/RB/Class Teacher/ parents to support child- Thursday 13th January 2022

- Autism Coffee Morning to support parents, delivered by ASD team- Monday 17th January 2022
- Aided Communication training for all staff, delivered by ASD team- Tuesday 18th January 2022
- Attended training- Preparing for a deep dive into SEND- Wednesday 26th January 2022
- Attended training- Ask the expert- Anxiety; cues, clues and support for young people in school- Thursday 27th January 2022
- SEN policy updated in line with SEN guidance- created the “policy on a page” to support staff and parents.
- Suggested potential activities for Autism awareness week to head teacher in order to plan together.