

**SEND IMPACT REPORT:
ACADEMIC YEAR 2022-2023
REPORT TO GOVERNORS**



Name of School	Sitwell Junior School
Date	December 2023
Report is for the Academic Year	2022-23
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Identification

Through high quality teaching and learning we endeavour to meet the needs of all learners. Assessment of our pupils is done by analysing assessment data no less than termly to identify children who are not meeting age related expectations. Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback. Professional dialogue is encouraged through a team around the classroom approach to provide adults with the opportunity to discuss concerns at any time, ensuring we follow a graduated response and early identification of needs. Early identification is key to pupils' success. For pupils who face challenges with their learning, assessment will support planning in the form of differentiation via quality first teaching and review at a suitable point in consultation with parents and the pupil. If no progress is made, then they should seek advice from the SENDCo or LoLSEN. At Sitwell we have a SEND referral system in place to ensure children not making progress are being highlighted. The paperwork is completed by the class teacher and sent to the SENDCo and LoLSEN, who will endeavour to further assess needs, provide advice, liaising with parents and the class teacher and action next steps.

At Sitwell Junior school we recognise that pupils are individuals with individual skills, strengths, and needs. The Learning Community has worked together to agree on the identification of SEND. We work closely with our secondary partnership schools before transition to provide as much information as possible on pupils with identified SEND to ensure that appropriate support is put in place to ensure a smooth transition for some of our most vulnerable pupils. Pupils are identified via the following codes on ARBOR and represent our graduated response.

N - No identified SEND - not on the SEND register

K (SEND Support - pupil receiving something additional to and different from)

E (Education and Health Care Plan)

Provision

We know that children will make progress at different speeds and learn in different ways, so class teachers take account of this by carefully planning how they organise lessons, the classroom, the activities and resources they give to each child and the way they teach. All teachers adapt their practice to help each child learn from a range of activities and resources - this is often described as 'differentiation'. Children who are making slower progress or having particular difficulties in one area will also be given extra help

by adults through guide and return techniques or alternatively through small group work. To help them succeed they may also be supported with pre-learning tasks, this would usually be an insight into the lesson before the rest of the class, so they can participate fully, build their confidence and have an element of successful. If a child is making slower progress than expected or the teachers are providing different support, this does not mean that a child has SEND. In school we operate what is known as a 'graduated approach' to supporting children with SEND. This recognises that children learn in different ways and can have different levels of SEND. Any child identified on the SEND register receives additional support. This extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group or through a guide and return approach, or use of particular equipment like a computer or a desk with a sloping top. Help may be needed through this approach for only a short time or for many years, perhaps even for the whole of their education. Help for children with SEND takes place in the classroom, sometimes with the help of other adults and occasionally with outside specialists.

Class teachers write an Individual Education Plan (IEP) for children at school Response, Formal Response or above, clearly outlining the SMART targets linked to their next steps in learning, suggested activities, who will support them with this and how parents and carers can help at home. Support staff follow these plans, with guidance from class teachers, to provide 1:1 and small group intervention sessions, within the classroom, during the school day. This can form part of their learning as a pre-learning task or extension to the work they are doing within the classroom. Where appropriate, children also get the opportunity to work on their individual targets independently, with adults using guide and return strategies. At the end of the intervention, the class teacher and TA review the pupil's learning. Parents/Carers are updated via telephone by their child's class teacher to review their child's learning, celebrate their success and collaboratively write the next set of targets. In the Summer term, parents/carers are invited into school to meet with the class teacher, teaching assistant and SENDCo to discuss the progress made on their targets throughout this academic year. Early transition plans are also discussed with parent/carers at this point. For some of our pupils with more complex needs we also adapt and personalise their curriculums to accommodate their interests and support their primary need, this could be through interventions such as speech and language programmes, identifying and managing emotions through zones of regulation work, sensory circuits, and time in our sensory room and 1-1 support with our learning mentors.

One of the SENDCo's roles is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable staff to improve the teaching and learning of children, including those with SEND. This includes training on SEND issues, such as Autism Spectrum Disorder (ASD), dyslexia and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team. Only a few pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. This forms part of the Graduated Response. We assess each pupil's current skills and levels of attainment on entry, building on information from their infant school where appropriate.

At Sitwell, we currently have 56 (18.6%) children classified as SEND. This figure is below the Local average (19.7%), National average is 17.4% and is based on a total of 300 on role.

29 (9.6%) children are classified as School Response, where their needs are being met through classroom and teacher-led support and intervention, beyond usual classroom differentiation.

19 (6.3%) children are classified as Formal Response, where their needs are being met through a combination of classroom and teacher-led support and intervention and specialised intervention, delivered

by a trained member of staff, overseen by the SENDCo and LoLSEN. They will have been seen by an outside agency and that agency may or may not still be involved.

8 (2.6%) children have an EHCP or statement, where their needs are being met following a targeted and highly specialised programme of support, to meet long and short-term targets set by the SEND assessment team and school. Local is 4.4% and National is 4.3%.

For two children, classified as Formal Response, we are currently in the process of completing an EHCP application, which will be submitted in the Summer Term.

Primary Areas of Need

Cognition and learning	SEMH (Social, Emotional and Mental Health Needs)	Communication and Interaction Needs	Sensory and/or Physical Needs
27	7	17	5

Please note, this number is greater than the total number of children on the SEND register as some children fall into more than one category.

Gender of Pupils on SEND Register

Boys	Girls
35	21
62.5%	37.5%

Staff Skills

Summary of Substantive SENDCo Qualifications:	
<ul style="list-style-type: none"> • SENDCo holds the NASENCO post-graduate qualification. • LoLSEN is working towards the SENDCo post graduate qualification (due to be completed April 2024) 	
Summary of staff CPD for SEND 2022/2023	
Teaching Staff	Teaching Assistants
<ul style="list-style-type: none"> • SEND Team attended all LA SENDCo Network Meetings. • SEMH training – Aces and bonding through play • SMART targets – relation to SEMG • Prevent training • Sensory circuit training • Dyslexia training • Zones of regulation training • PDA training • Questioning training • Planning meetings with SLT 	<ul style="list-style-type: none"> • Fortnightly SEN briefings lead by LoLSEN • Sensory training – Virtual schools • Speech and language training -Forge CPD • 6 part outside agency training – The role of the TA through Forge CPD • Zones of regulation training – Aspire outreach • Professional learning day – Inclusion • Sensory circuits -In house • First Aid • Prevent training

<ul style="list-style-type: none"> • Professional learning day – Inclusion • First Aid • Subject network meetings • IELT meetings for SENDCo/LoLSEN • SEN network meetings for SENDCo/LoLSEN 	<ul style="list-style-type: none"> • In house curriculum support
<p>Impact on quality teaching and learning:</p> <p>This year, we have secured EHCPs for two pupils.</p> <p>Our IEPs have been adapted to ensure targets are SMART but also relevant to the child’s primary SEND need. We now have included SEMH and sensory targets within their IEPs. Feedback from staff and parents have been positive and our SEMH pupils seem happy, safe, settled, and equipped with strategies to support them regulate their emotions in school.</p> <p>Our half termly SEND network meetings for parents has seen increased positive communication and relationships from school-home. Parents are being supported with knowledge, strategies and advice from professionals and using the network event to collaborate with other likeminded parents. It has also helped us celebrate our SEND learners and the progress and success they have had at Sitwell. Services attending these sessions have been readily available for parents to talk to and seek professional advice. Initial feedback suggests that parents feel supported by school regarding their child’s SEND needs and from each other as they form new relationships with other parents with SEND pupils.</p> <p>Support from within school via SENDCo/LoLSEN and SLT during staff meetings has enhanced quality first teaching, focusing in particular on effective questioning, planning and making reasonable adaptations within the classrooms to ensure learning is accessible for all. This has seen greater success with our pupils and promoted further independence and risk taking in their learning. Further, our pupils are now taking a more active role within the classroom and are developing their listening and speaking skills.</p>	

Parental Involvement in SEN Reviews

The initial two IEP reviews continue to be in the form of phone calls home to parents and the summer term reviews are completed face-face. Parents are notified by letter of the time and date. Parent participation has increased since reviews have taken place over the phone rather than in person. New IEPs are sent home termly to all parents at the start of each term.

Use of Integrated Support Services/Educational Psychologist

ISS and EPS have been involved with a number of children on the SEND register, this academic year, where they have assessed them and provided formal guidance through reports on how the school can support these children. They have also provided Learning Support Programmes this year. They have attended review meetings for the children with high SEND need.

Other Agencies

The Hearing Impairment team has continued to support children with significant hearing impairments. The VI team provides reports for pupils with Visual Impairments. Speech and language assessments and guidance have been completed and support staff have continued to lead these programmes with our SEND children in school. Aspire outreach and With Me in Mind have supported the SEMH needs of some of our children.

In-class Provision

In-class provision comes in the form of quality first teaching. This is what it should look like in the classroom:

- highly focused lesson design with sharp objectives;
- high demands of pupil involvement and engagement with their learning;
- high levels of interaction for all pupils;
- appropriate use of teacher questioning, modelling and explaining;
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- an expectation that pupils will accept responsibility for their own learning and work independently;
- regular use of encouragement and authentic praise to engage and motivate pupils.

At Sitwell, this is supported through the use of resources, deployment of the TA, differentiation, pre-teaching, split inputs, learning stops, learning in context, over-learning, checking activities and much more.

Interventions

Where children cannot be supported to make progress within the classroom, children are supported through a specialised intervention outside of the classroom, delivered by a trained member of staff.

Key Priorities for 2023/2024

- To continue our parent network events, considering how we can encourage our SEN pupils to be a part of these.
- To monitor, review and feedback to staff on their planning and reasonable adjustments in the classroom to facilitate and promote SEND learners' progress.
- To receive training on accurately completing PEEP forms and complete these for any of our SEN pupils that require them.
- To ensure a consistent approach for delivering IEP targets, through the use of staff meeting time and regular book looks.
- To look into writing programmes like Clicker to support writing.
- To work alongside the learning mentors to ensure our SEND learners are receiving quality interventions that are SMART and documented.