

SHS SEND Impact Report and Action Plan 2020-2021



SENDSCO: Mrs A Webber

SHS SEND action plan 20-22

written in conjunction with Inspire Partnership Multi Academy Trust SEND Action Plan

NB This is a 4 term action plan

OBJECTIVE	ACTIONS	RESOURCES	MONITORING	MILESTONES	EVALUATED IMPACT
To ensure that all MAT SENDCOs have a clear overview of the quality of provision for SEND pupils and know how this impacts positively on progress	<p>Design and agree a simple monitoring plan for SENDCOs to undertake on a half termly basis</p> <p>Train SENDCOs to undertake monitoring activities so that they are high value and maximise the information gathered in one activity</p> <p>To provide an opportunity to review the monitoring activities undertaken as a SENDCO network and agree next steps/share good practice</p>	<p>½ day SENDCO Network meeting x6</p> <p>Leadership time per SENDCO</p>	<p>Quality Review Process</p> <p>SENDCO Network</p> <p>Due Diligence</p> <p>NB- school based monitoring has been limited due to COVID</p>	<p>SENDCOs have a clear plan in place to monitor their area</p> <p>SENDCOs have a clear overview of provision that informs their action planning in their area</p> <p>Due to the sharing of good practice, provision and progress of SEND pupils is strong</p> <p><u>School Milestones</u></p> <p>Autumn</p> <p>Catch up and Provision maps updated to show what provision is on offer for SEND.</p> <p>COVID risk assessments for EHCP children completed and shared with parents.</p> <p>Spring</p> <p>COVID- ensured that all SEND children who were accessing learning at home or at school were getting appropriate provision.</p> <p>Shared resources provided by CIAT where appropriate.</p> <p>Summer</p>	<p>March 2021 with SA</p> <p>Discussed moving to 4 term Action Plan.</p> <p>Discussed due to COVID and lockdowns, not a lot of objectives have been met.</p> <p>Discussed provision maps and monitoring overviews.</p> <p>Share provision map to Sarwat by Easter.</p> <p>1st July 2021 with SA</p> <p>Provision Map - See Appendix below for monitoring and feedback</p> <p>Each school in Spring Term 2022 meeting to share, most effective intervention has in place at school.</p> <p>Look at maths interventions – what do we have available to use?</p> <p>All SENDCOs agreed happy to share their provision maps with each other so we can see and compare with own map in place.</p>

				<p>Worked with MAT to further develop provision mapping</p> <p>ACTION- up date schools inline with recommendations from MAT.</p>	
<p>To ensure that all MAT schools have secure transition procedures in place for all SEND pupils that impact positively on those pupils next steps</p>	<p>SENDCOs are trained in transition relating to the new Ofsted framework</p> <p>SENDCOs to agree a transition plan and follow up for each point of transition to a new Key Stage and new class</p> <p>SENDCOs to keep a record of the positive impact of their secure transition through destination data (Progress when in new class/key stage)</p>	<p>SENDCO network meeting x 2</p>	<p>Quality Review Process</p> <p>Due diligence</p>	<p>All MAT schools have clear transition processes in place for SEND pupils</p> <p>SEND pupils experience positive transition as demonstrated in their ability to settle and continue to make appropriate progress</p> <p><u>School Milestones</u></p> <p>Autumn Unable to get into classrooms due to risk assessments. Checked in with teachers on a regular basis to ensure all SEND children had transitioned to their new classes.</p> <p>Y6 EHCP reviews held with prospective high schools.</p> <p>Spring Began to plan for transition for EHCP pupils into next school year.</p> <p>Summer Y6 transition to high school completed. Summer school arranged for EHCP</p>	<p>Discussed transitions between classes/phases and appropriate strategies. Importance of teachers having protected time to discuss children with SEN/SMTL plans in Summer 2 with the next teacher.</p> <p>Discussed Luggage for Life – SL passed on details of email to inquire.</p> <p>ACTION SA to share 'All about me' booklet to assist in transition between Y6/Y7.</p> <p>1st July 2021 with SA</p>

				pupil. SEND paperwork updated and scanned onto cpoms.	
				ACTION- review transition in September 21-22	
To ensure that procedures are in place across the MAT to moderate the progress and provision of SEND pupils	SENDCOs to undertake a termly moderation of pupils at SENDCO Network related to area of need	SENDCO Network Meeting x 3	Quality Review Process Due diligence	<p>SENDCOs are able to talk about the progress that pupils are making across a range of needs</p> <p><u>School Milestones</u></p> <p>Autumn All children baselined following return to school.</p> <p>Spring COVID- moderation and observations on hold.</p> <p>Problem solving exercise undertaken in network.</p> <p>Summer Worked with MAT to further develop moderation of SEND.</p>	<p>Discussed triangulation process for moderation. (planning – books – EHCP)] Moderation on hold across subjects due to interruptions to school year at the present time.</p> <p>ACTION -Review action plan in 6 months -complete moderation triangulation process for two children with EHCPs and send to Sarwat by December 2021.</p> <p>1st July 2021 with SA</p> <p>Discussed completing moderation triangulation process for two children with EHCPs and send to Sarwat by December 2021. SENDCOs want Autumn term meeting dedicated to the developing a one system tracking format. SENDCOs to be aware of the moderation triangulation process and revisit this later in the Year 2022.</p>

<p>To ensure that all MAT schools are able to effectively track and summarise the progress of SEND pupils from their starting points</p>	<p>SENDCOs to agree a common language for assessment of SEND pupils</p> <p>SENDCOs to agree a common rationale for what sufficient and accelerated progress looks like for SEND pupils</p> <p>Support SENDCOs to summarise and demonstrate the progress of SEND pupils in their school</p> <p>Support schools to have a clear overview of where progress for SEND pupils is strong and where it needs improvement .</p>	<p>SENDCO ½ day Network meeting x6</p> <p>Staff meeting time x3</p>	<p>Quality Review Process</p> <p>Due diligence SEN Network</p>	<p>All MAT schools have clear progress tracking for SEND pupils that demonstrates their progress even when steps are small</p> <p>All MAT schools are able to articulate the progress of SEND pupils</p> <p>All Mat schools know where the progress of SEND pupils is strong and where it is not strong leaders have clear actions in place to improve this</p> <p><u>School Milestones</u></p> <p>Autumn</p> <p>Assessments completed.</p> <p>Spring</p> <p>COVID</p> <p>target tracker to be used in a different way which allows for more tracking for SEND</p> <p>Summer</p> <p>Worked with MAT to further develop tracking to streamline for all pupils.</p>	<p>Discussion of tracking materials – WPS/Birmingham Continuum/ Boxall/BSquared. Quite time-consuming process esp. if lots of children are assessed through these. Useful for breaking down and unpicking statements for children to add onto SMTL plans. Discussion of a more cohesive system to track that links between WPS/BC and of tracking wellbeing progress. Discussion of Engagement Model as a method of assessment.</p> <p>ACTION</p> <p>-VS to present tracking materials at next meeting.</p> <p>-SA to find possible alternatives or refine current tracking system.</p> <p>-SA to send SEMH progress tracker to SENDCOs</p> <p>1st July 2021 with SA</p> <p>Discussed tracking system in detail at beginning of meeting. Adele to contact LA SENDCOs to look at The Engagement model in readiness for September 2021 Develop one system that we all adopt.</p>
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					Make this the priority for next SENDCO network meeting.
To develop a Trust wide approach to the provision for Social, Emotional and Mental Health (SEMH) in all MAT schools	<p>Research possibilities for buying in NHS SEMH training across the Trust</p> <p>Agree costings for each school</p> <p>Agree training programme for each school for SEMH using each schools allocation to build capacity</p>	<p>Financial contribution from each school</p> <p>Individual school hours for SEMH/NHS</p>	<p>Behaviour and exclusions data</p> <p>Attendance data</p>	<p>All schools have strong processes in place to address SEMH issues</p> <p>Pupils attendance, behaviour and proportions of exclusions improves</p> <p><u>School Milestones</u></p> <p>Autumn identified SEMH needs for planning meeting.</p> <p>Spring COVID- learning mentor/ SENCO and safeguarding team ensured SEMH support for all pupils</p> <p>Summer All staff received virtual SEMH training via Sarwat.</p> <p>Action More SEMH training needed for support staff.</p>	<p>SA delivered SEMH training to SLT in Trust. Some courses attended pre lockdown through LA. More SEMH training needed for all.</p> <p>ACTION SA to liaise with LC about future SEMH training.</p> <p>1st July 2021 with SA</p> <p>Recent training for SA on the Inset day for SEMH was very well received. Sharon – the Tas enjoyed the theory behind the practise, it gave them a better understanding. Adele to send email to Jo Batty about the LA SEMH training the MAT had paid for before lockdown March 2020. Only few sessions attended out of the workshops paid for.</p>

SEND Governor Communications

Summer- Governor zoom meeting with Deanna Taylor

First meeting with new SEND governor.

Spoke about the positive, inclusive environment currently in school.

Discussed the importance of working with outside agencies particularly with our youngest learners where we are seeing increased numbers of children entering our setting with communication and language needs. Strong partnerships with health visitors were highlighted as vital.

Finally, discussed working with parents successfully.

DATA

SEND numbers- Summer 2021

<u>Nursery</u>	<u>Reception</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
2 LP 1 MSP 1 gone to statutory assessment(Barnsley LA)	1 LP 1 EHCP	1 needs MSP when attending 1 EHCP	1 LP	3 LP 1 MSP	4 LP 2 MSP	4 LP	1 LP 1 MSP 2 EHCP

Total= 4	Total= 2	Total= 2	Total= 1	Total= 4	Total= 6	Total= 4	Total= 4
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Speech and Language Caseload- This academic year we have used a private speech and language provider- CHATTERBUG. We still do referrals to the NHS SALT service when we think there is a need for children to be known to a wider range of professionals.

<u>Nursery</u>	<u>Reception</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
5 (3 also referred to NHS) access Chatterbug 2 referred to NHS	1 access SALT due to EHCP 1 Chatterbug (now discharged)	1 access SALT due to EHCP 1 Chatterbug		1 NHS			2- access SALT due to their EHCP

Referrals made to SENSS (for CIAT, SEMH or Learning Support)

3 referrals for CIAT (1 was EHCP transfer from pre 5)

1 referral for SEMH

1 referral for LSS

Other referrals

3 referrals to Educational Psychologist

2 referrals to Health Visitor

5 referrals accepted to paediatrician (social communication pathway)

Attainment Data

Class (children with EHCP/MSP/SMTL)	Working below band			Working within band for cohort (b – w+)			working at Expected and above (s and s+)			working at Greater depth (s+)		
	R	W	M	R	W	M	R	W	M	R	W	M
Y1 (2 chdn- 1 EHCP, 1 unable to asses)	1 chd	1 chd	1 chd									
Y2 (1 chdn)	1 chd	1 chd	1 chd									
Y3 (4 chdn)	1 chd	1 chd	1 chd	1 chd	1 chd	1 chd	2 chn	2 chn	2 chn			
Y4 (6 chdn)	2 chn	3 chn	1 chd	1 chd		2 chn	3chn	3chn	2chn			1chd
Y5 (4 chdn)	2 chn	2 chn	1 chd			1 chd	2 chn	2 chn	2 chn			
Y6 (4 chdn – 2 EHCP)	2 chn	2 chn	2 chn		1chd		2 chn	1 chd	2chn			

Reception- 2 chn. 1 working below in all areas, 1 below in r and w and inline for maths.

Notes:

- lots of chn in-line have a diagnosis of ADS and with inclusive classroom teaching they can achieve well
- the pedagogy we now use in school is very supportive of SEND pupils with a range of needs and as this gets imbedded we should see an impact
- SEMH needs have been greater due to COVID
- Several SEND pupils joined us very close to the end of term so we need to ensure a smooth transition in September (one we have tried to get emergency funding for)

Priorities for 21-22

- Consider more SEMH training needed for support staff
- review transition in September 21-22 especially for new pupils
- up ate school provision map in line with recommendations from MAT
- ensure new and returning staff are supported with SEND pupils
- referrals for EYFS pupils with complex SLCN needs