

Improving Outcomes for Pupils with SEND

Local Authority Developments

The Local Authority is currently undergoing a review of their SEND provision and is restructuring their support services. Sandra Calvert is now Service Manager, Access and Inclusion. They have a SEND consultant, Anne Hayward, who is working with the authority to implement changes and developments.

The Impact on our school:

1. SEND Services will be statutory compliant
2. SEND panel that meets will be expanded to include Headteachers and SENDCos
3. Top-up funding application is being revised; the key changes being no more than 15 hours of support per child to be funded by the LA, application to be accompanied by a provision map, showing support already in school and where it is deployed, monitoring of impact of funding on outcomes.
4. Introduction of 'ranges of need' to determine the support, intervention and funding a child requires.
5. Improved guidance through SEND ranges
6. Portage and Pre-school-proposals in summer re the changes
7. Expand outreach support
8. New data collection
9. New training offers to improve outcomes for our children.



Early Years

The provision for the children with SEND in the Early Years is outstanding:

- ECAT assessment carried out in the Autumn Term
- Behaviour support through positive dialogue with parents, mirroring school behaviour systems at home.
- Referral to Portage prior to child starting Nursery
- 1:1 support to develop interaction with other children
- 1:1 Intervention work-to develop correct pencil hold, recognising numbers 1-5 initially
- Individual Action Plans for all SEND children shared with parents each term.
- Effective Intervention summaries from teaching assistants
- Maths Cafe (Spring Term) to encourage parental involvement in learning.
- Creative use of the Secret Garden to encourage writing
- Effective planning to 'hook' children into their learning
- Small intervention groups for specific phonic teaching
- 1:1 intervention work on a daily basis-Ten Town Resources
- Mentoring (Spring and Summer Term) for Reception children following on from training in the Autumn Term 2016
- Speech and language intervention following recommendations from SALT
- Differentiated work to challenge all abilities within SEND
- Special Early Years Events-Firework Bonanza and Spring Spectacle to engage parents in school
- Personal timetables for those children who require significant differentiated work
- Close monitoring of provision is carried out through work scrutiny, lesson observations with all staff play an equal role in assessing children's progress.



Impact of Provision

Early Years 2016 Data Analysis

- ✓ Children make exceptional progress in the early years with attainment rising fast. The vast majority of children enter with skills and knowledge which are typically well below what is expected for their age, and now three quarters of them leave Reception at age-related expectations.
- ✓ 2015/16 initiatives were highly effective with most children achieving age expected standard in areas of the curriculum that previously we obtained lower than average scores (writing and number).
- ✓ Pupils made first rate progress throughout Nursery and Reception. Any child who joined the school below what is typical for their age catches up quickly, as a result of effective intervention.

Early Years 2017 Data Analysis

- ✓ Impact of provision: There are 6 children on the SEND register in Nursery. All children have made progress since September from the below baseline of 16-26 months to 30-50 months emerging.
- ✓ EYFS Profile indicates that in 2016 16.7% of SEND children achieved a Good Level of Development and this has risen to 25% in 2017.
- ✓ The individual Action Plans for all children with SEND prove effective in ensuring the correct intervention is put in place to ensure progress.
- ✓ One child had no English language when joining Reception. He has made excellent progress with early intervention from EMTRAS (Ethnic Minority Traveller and Asylum Seekers), being accessed twice a week alongside in school intervention.



Key Stage 1

The provision for children with SEND in Key Stage 1 is outstanding:

- Individual Action Plans for all SEND children shared with parents each term.
- Intervention summaries outlining specific 1:1 work
- Behaviour support through positive dialogue with parents, mirroring school behaviour systems at home.
- Maths Workshop (Spring 2)-Number recognition/mental maths focus groups
- Introduce a 'Success Checklist' to focus children on assessing their effort with task completion.
- Weekly fine motor group intervention for targeted SEND children.
- Phase 3,4 and 5 phonic intervention (Daily)
- Continued Speech and Language support for identified children following recommendations from SALT.
- Mentoring to support emotional needs and well-being.
- Differentiated curriculum and 1:1 support for some SEND pupils to meet their individual needs.
- Additional Readers including weekly support from Volunteer Readers
- Small group targeted English and mathematics work in Year 2 since September 2016
- 1:1 Intervention (daily) fine motor skills, reading, sentence work
- Targeted guided reading /Extra reading opportunities to redress limited home support
- Extra-curricular opportunities to build self-confidence- South Tyneside Music Festival
- Mentoring to support emotional needs and well-being (Spring Term)
- Differentiated lessons, homework and spelling
- Family Entrepreneur work (Tyne Gateway) and Outreach Worker to support vulnerable families with attendance
- Rainbows to support children with bereavement or loss.
- High expectation of involvement in whole class presentations-Class liturgies, Masses, Assemblies.



Impact of Provision 2016

End of Year 1 Data Analysis

- ✓ SEND pupils (6), one of which has an EHCP are catching up quickly to their peers as a result of excellent intervention.
- ✓ All SEN pupils make excellent progress in reading, writing and mathematics.
- ✓ Pupils in Year show a secure grasp of the principles of reading.
- ✓ Results in the national phonics screening check have been rising and are now above the national standard for two of the last three years.
- ✓ 83% achieved the standard in comparison with 77% nationally and 76% in South Tyneside.
- ✓ Of the 2 SEND children who did not pass the phonic screening test specific intervention is in place to ensure progress.

End of Year 2 Data Analysis

- ✓ Reliable school assessment information, monitored by the LA, robust in school systems and the work in pupils' books, indicate that all pupils including SEND are making excellent progress.
- ✓ KS1 attainment is broadly average and rising fast.
- ✓ The attainment of SEND pupils (4) although lower than the rest of the class, all achieved well- 50% achieved age expected in reading and writing and 100% achieved age expected in mathematics.
- ✓ This is a result of receiving tailored, high quality support in class and through additional specific.



Impact of Provision 2017

End of Year 1 Data Analysis

- ✓ There are 11 (2 girls and 9 boys) children on the SEND register in Year 1 out of a cohort of 61 with one child having an EHCP.
- ✓ This group of children are a real challenge; 6 of them are also disadvantaged children.
- ✓ All children have made progress from their starting points.
- ✓ 4 children from this group achieved the expected standard in the phonics screening test. Targeted intervention continues to support those who have not yet met this threshold.
- ✓ Small and regular phonic intervention since January has resulted in rapid progress for this group of children moving them closer to the threshold requirement.

End of Year 2 Data Analysis 2017

- ✓ There are 5 children on the SEND register in Year 2 with one child having an EHCP.
- ✓ 80% of these children achieved age expected in mathematics.
- ✓ 60 % achieved age expected in reading and writing.
- ✓ The two boys who did not meet age expected in reading and writing continue to receive 1:1 support in a small group. This will continue next year so that we can move these children closer to age expected.
- ✓ One of the boys has complex needs and staff are working closely with parents to support and ensure the correct provision is put in place. This child's attitude to learning is excellent-processing and memory are a challenge for him.



Key Stage 2

The provision for children with SEND in Key Stage 2 is outstanding:

- Action Plans for all SEND children, identifying barriers to learning and challenges to learning.
- Specific intervention for identified SEND children meeting individual needs carried out on a daily basis: Toe by toe, spelling, sentence work, handwriting, times tables, place value, ReadWriteInc
- Differentiated work prepared by all teachers for identified children.
- Planned extra reading for those children not being supported at home
- Guided reading-focused with high expectations and challenge/targeted reading comprehension
- Smaller group teaching for SEND children in Year 6 of 8 pupils.
- Regular meetings with some parents to ensure all round support for SEND children.
- Smaller group teaching for mathematics in Years 5 and 6- 3 groups/4 groups
- Lunch time support to embed learning during lessons
- Theraplay work with SEND pupils requiring support in self-regulation/ social and communication skills
- Lego therapy to improve social and communication skills
- Maths Cafe (Spring term) to share with parents how they can support their children in their learning
- Family Entrepreneur worker employed to work with vulnerable families and support with attendance.
- Homework club for those children who require more help or have nowhere at home to do their homework.
- Residential opportunities/Sporting events- to improve life skills for all SEND pupils
- Counselling, Rainbows and mentoring to support emotional needs and develop self-esteem
- Autumn Term 1:1 support for child with EHCP increasing independence in Summer Term
- Spring Term-before and after school Booster sessions
- EAL Intervention
- Early Bird training with parents for children diagnosed with autism



Impact of Provision

2016 Data Analysis

The 2016 Key Stage 2 assessments were the first which assessed the new more challenging National Curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment were introduced to reflect the revised curriculum. Results are no longer reported as levels and each pupil now receives their test results as a scaled score. Teacher assessment is based on the standards in the interim framework.

- ✓ 8 pupils out of a total of 60 pupils were identified as SEND in the 2016 Year 6 cohort. There were no EHCP.
- ✓ 50% (4 children) of SEND children achieved the expected standard in reading with a further 2 children achieving a scaled score of 99 with the average scaled score being 102.
- ✓ 62.5% of children achieved age expected in GPS with an average scaled score of 102.
- ✓ 75% (6 children) achieved age expected in mathematics with an average scaled score of 104
- ✓ 75% achieved age expected in writing with one child achieving greater depth.

2017 Data Analysis

- ✓ 9 pupils out of a total of 60 pupils were identified as SEND in the 2017 Year 6 cohort. 2 children have an EHCP.
- ✓ 62% made expected progress in reading and writing (the scores are lower than the average but progress is strong)
- ✓ 87% made expected progress in GPS (10% above national for all pupils)
- ✓ 75% made expected progress in Maths (Similar to national for all pupils)
- ✓ All SEND children made strong and sustained progress from their starting points because of the excellent support they receive from all staff.
- ✓ Work in books reflects the high aspirations that staff have for their pupils
- ✓ Teacher guidance is incisive and very detailed in showing pupils how to improve and pupils are extremely well prepared for the next stage in their education.



IMPROVING OUTCOMES FOR SEND PUPILS 2017/2018

- Continue high quality Action Plans and Intervention summaries
- Consultant guidance in improving the impact of teaching assistant support
- Further training in specific areas of intervention through the LA and other training services
- Further develop staff identification of SEND through new ranges being presented through LA consultant
- Develop current use of resources to give highest impact on learning
- Ensure the correct intervention is in place for all SEND pupils by accessing outside agency support and following recommendations they give.
- Further develop transition from Key Stage 1 to Key Stage 2 for SEND pupils
- Further develop transition from Key Stage 2 to Key Stage 3 for SEND pupils
- Continue high quality provision with smaller teaching groups
- Continue high quality differentiated and personalised timetables for those SEND pupils with complex needs

