

## SEND Impact Statement 2018-2019

**SENCO – Vikki Scott**

### Identification of SEND

#### **Summer Census:**

32/240=13% of the school population (LFS-Y6)

31/195=16% of the school population (UFS-Y6)

#### **Children on Register:**

20 SEND Support (Supporting Me to Learn Plan)

6 My Support Plans

6 Statement/EHC Plans

#### **SEND Needs in school:**

17 Moderate Learning Difficulty

8 Autistic Spectrum Disorder

6 Speech, Language and Communication Needs

3 Specific Learning Difficulties

5 Emotional, Behavioural Learning Needs.

1 Visual Impairment

Children are categorised as having a primary and secondary need of SEND. Some children on the register have more than one need as outlined above.

#### **Growth of Needs:**

##### **1. Moderate Learning Difficulties. (Wave 1 – 3 support)**

Children who struggle to retain and are working well below age related expectations. These children have Supporting Me to Learn Plans and in some cases they have been referred to specialist services where advice and SMART targets are provided. The Learning Support Service are going to block teach specific groups and work alongside support staff to skill them up when delivering discrete interventions during 2019/2020.

##### **2. Autistic Spectrum Disorder. (Wave 3 support)**

Children are being diagnosed more frequently with ASD needs. The range of needs vary from child to child as does their level of support through Quality First Teaching and Intervention. More children are awaiting the assessment and new referrals are being pushed back in light of the high demand. We have involved other external agencies for support and reports for children that we consider to have a high need.

##### **3. Speech, Language and Communication Needs. (Wave 3 support)**

This is being addressed by employing a Speech Therapist who screens children as they enter Foundation Stage and children are picked up in main school where there are areas of concern. They are followed through until they have met requirements from the therapist who will notify the Headteacher, Foundation Stage Manager and SENDCO of these changes. External referrals still take place where required. Children are now receiving an EHCP based on communication needs. Termly reports and intervention are reviewed for EHCP pupils by the Speech Therapist Manager.

##### **4. Rise in SEND for boys. (Wave 1 – 3 support)**

More boys are being added to the SEND register. 20% of the SEND register (LFS-Y6) are boys compared to girls at 6%. Gender issues are raised at each cohort's pupil progress meeting and curriculum areas are designed with boys in mind. Staff are beginning to use more multi-sensory approaches to encourage the SEND to retain more knowledge through a hands-on approach.

## Overview of SEND at Fitzwilliam Primary School:

### SEND support in the Classroom:

At Fitzwilliam Primary School we adopt a Quality First Teaching approach for all children, inclusive of their needs. Teacher's plan the differentiated curriculum tasks around the individual needs of the children in their cohort to scaffold and challenge their learning to meet the learning outcomes that they are working towards. All children access the core subjects; English and Maths, which are delivered by the class teacher with in class support where applicable.

### Quality First Teaching

Lessons observed throughout the year by senior leaders and external consultants saw that all SEND children are supported in class by their teacher and classroom professionals. As part of the SSIF project SEND were observed within lessons with developing independence skills as a target for TAs and ESAs All teachers plan weekly interventions to support the development of the basic skills as well as planning specific programmes as advised by external support agencies. The children are given detailed feedback; verbally and written to help them reflection their work as well as having the opportunity to improve it. Advice given by the SENCO and Headteacher are followed alongside the additional advice from external support agencies. These are reflected in the child's Supporting Me To Learn Plan.

### Intervention 2018/19

Intervention provided in 2018/19 for SEND children	Wave of Support
Focus group intervention during whole class quality first teaching – teacher / TA	1
Teacher Led intervention based on cohort need (assemblies)	2
Teaching Assistant Led intervention based on cohort need (assemblies)	2
Pastoral Support (Teaching Assistant led)	2
Phonics groups (KS1)	2
High Frequency Word games / cards	2
First Class Number (KS1)	2
Musical Interaction	2
Fit To Learn	2
SALT (Speech and Language Therapy) External	3
Supporting Me To Learn Plan support	3
Future in Minds Support with CAMHS	3
Playtime/Lunchtime Support	3

### How do we identify the impact of intervention?

- Pupil progress in core subjects through their daily work books. We look for evidence of the level of support provided to the child, the steps of progress made within a term and that the work is appropriately challenging for these pupils.
- Forms of feedback and next steps provided. This is usually provided within the lesson verbally or as a next step to address a misconception or to move learning on.
- Observations of the pupils to note the level of engagement and practical learning to enable them to succeed in their learning.
- Through the changes in targets on the Supporting Me to Learn Plan and the termly review with parents.
- Pupils may come off of the SEND register when they meet Age Related Expectations and have no physical needs such as visually impaired which impact on their learning for the future.
- Weekly intervention records note the progress made within their given interventions and what the child's next steps are for the future session.

### Focus group intervention during whole class quality first teaching – teacher / TA

- School invest part of their budget into adult support in the classroom. FS and KS1 children have access to a full time TA daily and in KS2 they have access to an adult on a part time basis with two full days a week.
- Children accessed differentiated work that enabled them to make the steps of progress outlined in the National Curriculum or P Scale Levels that the children were working on. This progress is evident in their books.
- The KS1 statutory data for 2018/19 was 83% in Reading, 79% in Writing and 86% in Mathematics.
- 3/4 SEND were all working at Pre Key Stage Standards in Reading, Writing and Maths. 1/4 SEND met ARE in Maths, 1/4 SEND met WTS in Writing and 1/4 SEND met WTS in Writing. 1/4 SEND pupils has been removed from the SEND register due to making good progress and is accessing the national curriculum independently.
- The KS2 statutory data for 2018/19 was 93% in Reading, 86% in Writing, 93% in Mathematics and 93% in Grammar and Spelling. 2/2 SEND pupils did not access the SAT papers due to parental choice.
- There were 6 ECHP in place and 4/6 children accessed 1:1 support from an adult as suggested in their plan.
- KS1 (1) ECHP is making sufficient progress in reading but insufficient progress sin writing and maths. Clear EHCP targets towards motivation, learning approaches need to be taken into consideration to meet their complex needs
- Lower KS2 (3) ECHP: 100% of pupils are making sufficient progress. The interventions and SMTL Plans are written and delivered effectively to allow these pupils to make consistent steps of progress.
- Upper KS2 (2) ECHP 1/2 pupils are making sufficient progress in their learning through effective and consistent support from the VI team that work closely alongside the pupil, family and school. 1/2 pupils made insufficient progress due to ongoing SEMH needs and a significantly modified timetable and learning procedures were put into place with agreement from external agencies and SENART.

### Phonics groups (KS1)

- 83% of KS1 children passed the phonics screening check in 2018/2019.
- Phonics is delivered through whole class phase teaching at the recommended level of Phase 5 on a daily basis. School have the approach of phonics is a priority and will be taught daily as a non-negotiable expectation of staff from LFS to Year 1. From this the teacher and TA work together to deliver the programme and offer support to key focus children within these sessions.
- Children who have not passed this test will re-sit the assessment during Year 2 in 2019/20. These children will access phonic sessions by the class teacher during Autumn 1 and a follow up intervention session from a TA at least 3 times per week from Autumn 2 2019 and so on.
- 2/3 children in Year 2 passed the re-sit of the phonics screening test in June 2019. These pupils are ready to access the KS2 reading curriculum.

### Musical Interaction

- This was an intervention designed for 4 children to develop their social and communication skills. It supported children with ASD and those who find it difficult to understand rules of a game. The four children who took part in their group they were able to apply these skills in the playground, in lessons and were interacting with more children with less adult encouragement or modelling. This is helping pupils who received this to transition from Year 1 to Year 2.

### Fit To Learn

- Fit to Learn is an intervention designed to develop children's fine and gross motor skills. The children complete a mini-assessment to begin with that tests a range of these skills. They are scored 0-2. (0 they are unsuccessful/1 they could do the skill partially/2 they can confidently complete the skill with independence.)

The children scored between 0-1 on primarily on the gross motor skills through balance and coordination for example. By the end of their planned intervention over the term they were successfully scoring a 1-2 by the end of the unit. They are reassessed in all skills and this can sometimes identify other skills that need developing further. If children require further support then a new programme is created based on these needs.

- 1 child in KS2 is VI and will always require elements of Fit to Learn as they grow and learn new skills through cane training but has been successful in doing so and is scoring 2 frequently. This is evident in the Habilitation team's weekly feedback. They are now working on life skills.
- Children who access Fit to Learn are more confident in PE and develop a better sense of coordination skills.

### **SALT (Speech and Language Therapy)**

- All children in Foundation Stage are screened upon entry to identify any speech and language needs as early as possible. With the specialised support of the therapist they created and completed personalised programmes.
- Weekly support indicated level of progress being made with clear next steps to be made either through a follow up session within the classroom by a TA/ESA or by the therapist during the following session.
- By the end of MFS children are taken off of the support list unless they are struggling to understand and use the correct speech sounds when articulating their words. These children require further support and may attend external speech and language support if recommended by the therapist.
- 3/6 ECHP had the prime needs of communication needs and they all accessed the speech therapist either in school or outside of school to build on their needs as outlined in their ECHP. Their annual review reports from SALT indicate level of progression but with clear steps to develop as part of their outcomes.

### **Supporting Me to Learn Plan support**

- All SEND children with a Supporting Me to Learn Plan has a reasonable and time effective SMART targets to work on. These targets are reviewed termly and shared with the child's parents and SENCO.
- The progress is measured on the child's Supporting Me to Learn Plan, where new or amended targets are set. The majority of targets were met consistently during the year.
- External agencies have been involved with the pupils moving towards an ECHP setting clear advice and targets to support the pupil and family moving forward within their learning and addressing concerns.

### **Playtime/Lunchtime Support**

- 1 SEND child received 1:1 support at lunchtime using their top-up funding allocated to this for a physical need and were developing their life skills through mobility and independence. This has been noted in the child's annual review and progress is evident yet will remain ongoing as their needs become more complex due to their medical and physical needs.
- 2 children with no top-up funding who accesses lunchtime support to develop their communication and interaction skills with their peers has been beginning to make effective friendships and relationships with their peers within their cohort. These children are now more active at lunchtime and playtimes and is happy to engage in play. The adult is present and observes but steps back to shadow the pupils to allow them independence in their play.
- 1 ECHP pupil does not receive funding for lunchtime/playtime support, however is closely monitored by the Learning Mentor and the class Lunchtime Supervisor. This pupil can access the outdoors safely and is playing with peers games that are imaginative and enjoyable to them.