

Annual Review of SEND

INTRODUCTION

Despite the challenges the changes in the learning landscape have brought, maintaining SMART termly targets and reviewing provision has been paramount to ensure impact and progress has been maintained for SEND pupils throughout the year. The team around the child (TAC) meetings and reviews via video links, meetings, phone calls, face to face and school visits (where necessary) have been maintained.

The priority for Haresfield has always been on the wellbeing and progress of the child. We have been flexible and creative, offering opportunities to express and name feelings and provide tools and training for emotional regulation, good relationships and full engagement.

As a school family, we benefit hugely from our commitment to forming and nurturing good relationships with our children and families. With this foundation, we have continued to provide a variety of inspirational, targeted and evaluated interventions, making a difference for all SEND children.

Our school systems for the statutory SEND graduated pathway (local offer) is managed in a systematic and transparent way to ensure full engagement and input from the TAC. The high expectations we have of our SEND pupils making progress and meeting outcomes, is maintained and overseen by termly assessment of the impact of interventions and monitoring by class assessment and pupil progress records. Rachel Bacon (SENDCO) is the lead practitioner and is accountable for the management of the graduated pathway for SEND.

R = reading W = writing M = maths

| SEND | Some Progress | | | Expected Progress | | | Exceptional Progress | | |
|------|---------------|-----|-----|-------------------|-----|-----|----------------------|---|-----|
| | R | W | M | R | W | M | R | W | M |
| EHCP | 50% | 50% | 50% | 50% | 50% | 50% | - | - | - |
| MPP | 33% | 16% | 16% | 33% | 83% | 67% | 33% | - | 16% |
| MP | 35% | 28% | 64% | 36% | 72% | 15% | 29% | - | 21% |

1. Social Emotional Mental Health (SEMH)

This year, as a staff team, we further developed and implemented our understanding of restorative practice, updating our support for SEMH skills, with inset and staff meeting training sessions. This has had a direct impact on helping children with emotional and mental health needs in school, to regulate their behaviour and manage their feelings. Along with the PSHE curriculum and the values in our school vision, the restorative toolkits RESTORE and PACE, have been in place for teachers to use with children in their class.

Our school values acknowledge that all behaviour is communication. By widening our understanding of the child, through teacher - child relationships, we can implement restorative practice and teach emotional regulation, as a means to empower children to better manage their mental health; labelling feelings, broadening their emotional literacy and building better relationships.

We are committed as the adults in the school, to model, encourage and inspire pupils (by giving individual attention and understanding, resources and affirmative feedback) to set their own path of self-regulation and become learners with agency. Building relationships with children, families and outside agencies and adapting the learning environment to match need, is key. Bespoke and targeted intervention for SEMH has included;

- ELSA interventions HLTA and SENDCO providing targeted and individual talking therapies via play and art practices.
- Chance is change (Life coach and mental health counsellor Tom Hoskins) – working on site and building links with home with individual children, staff and families.
- TIC – individual referrals made resulting in 1:1 counselling and home support for individual pupils
- CAHMS referrals and contact via advice lines; Young Minds, GFAPS, Barnardo's
- Website resources; Anna Freud, GHLL and life bus, Autism friendly classrooms, autism toolkit
- EP referral, assessment and actions with outcomes for pupils, parents and staff.
- Alternative timeout, play and playtime provision

Impact

1. The impact of the interventions has been predominantly keeping pupils safe and supporting pupils who are at risk of exclusion or learner refusal, at school and in the classroom learning. Pupils have more agency as learners.
2. Specialist investment has motivated pupils and helped build better relationships within their peer group and with themselves. Families have shared how they benefitted from pupil's improved mental health and behaviours (and learning) at home.
3. Referrals to services and signposting for families, has successfully empowered parents to understand and make positive changes to support their child. Parent involvement with interventions in school has had the same effect.

2. Communication and interaction (C and I)

We have developed outstanding practice and resources for children with C and I need. C and I presents as a spectrum of needs and behaviour so provision is bespoke; through assessment, planning, actions and reviews. Outcomes are measured through precision interventions and regular communication, assessment and reviews.

Building relationships with children, families and staff teams, is vital for a consistent joined up approach as well as being flexible to individual ASD/ADHD/Tourette's and other none neuro-typical behaviours.

Bespoke and targeted intervention for C and I have included;

- 1:1 TA provision supporting independent learning in class and developing social interaction with additional interventions.
- Time out and alternative provision for short/ managed lengths of learning time and playtime
- Using language games, developing turn taking, teamwork and interaction with peers
- Investing in comprehension resources, teaching vocabulary and language skills
- Social skills training programme and group work

Impact

1. The impact of the interventions has ensured independence; children not becoming over reliant on adults for engagement, learning and progress.
2. Vocabulary and comprehension skills are key to keeping up in the national curriculum; reading, writing and maths levels have been maintained.
3. Tolerance by adults, social skills training programmes and alternative provision has supported happier individual children (feeling understood and heard), friendlier peer groups, especially during less-structured times of the day, and has reduced negative behaviour in school.

3. Cognition and learning (C and L)

As an experienced and knowledgeable staff we have an elite understanding of differentiation and adaptive learning to support all children at all levels, in a school year or class cohort. This mostly is achieved by class teacher's understanding of children's individual learning steps and difference in abilities or learning styles, and adapting lessons and resources to meet individual need within class. Resources to scaffold pupils learning in class is widely used as well as setting work at different levels or with different outcomes for success. TA support is targeted to impact on precise need with carefully planned and assessed interventions. Interventions like this are sometimes done outside of the classroom, and may involve parent support at home to consolidate and sustain pupil achievement. Building relationships with children and families and adapting the environment and lessons to match need is the key to making a sustained impact.

Bespoke and targeted intervention for C and L has included;

- Adaptive and differentiated work
- Teaching independent editing skills and giving regular opportunities for editing and improving work with scaffold
- Bespoke resources in class to scaffold pupils independent work
- 1:1 TA provision supporting independent learning in class
- 1:1 TA precision teaching – SPAG/Phonics/ streamed resources for examples reading
- Cognition and learning resources such as word blaze... spelling apps etc
- Comprehension resources, teaching vocabulary and language skills
- Rewards and opportunities for skill set affirmation

Impact

1. The impact of the interventions has ensured independence; children not becoming over reliant on adults for engagement, learning and progress.
2. Vocabulary and comprehension skills are key to keeping up in the national curriculum; reading, writing and maths levels have been maintained.
3. Precision teaching has boosted self-esteem measuring and celebrating individual learning and achievement.
4. This learner agency has improved attendance.
5. Evidence of happiness (more confidence) at school

4. Speech and language (S and L)

S and L is taught across the school with individual pupil needs being supported with bespoke provision. As with all areas of need, we apply an early intervention approach so most of our S and L provision takes place in the EYFS and KS1. We have invested in training for our EYFS TA. Our KS1 and 2 TA's are included in the pupils S and L therapy sessions to maintain training, skills and continuity for the pupil.

We work very closely with the S and L service (and parents – sharing targets and resources – including arranging online assessments at school/ home and shared / duplicated resources. Home school vocabulary and language books). We have had a lot of success with our children with S and L needs.

Building relationships with children, families and services and adapting the environment and lessons to match need is the key to understanding need and making an impact. Bespoke and targeted intervention for S and L has included;

- 1:1 TA daily/ regular provision targeted to need using precision intervention
- Whole class approach with adaptive support from class teacher and all adults
- Speech and language games and activities invested in and used to make and maintain progress – reciprocal language skills, concepts and sentence structure
- Language for thinking resource used

Impact

1. The impact of the interventions has ensured pupil agency; ability to communicate and be understood by adults and peers, social skills, learning skills and making progress.
2. Vocabulary and comprehension skills are key to keeping up in the national curriculum; reading, writing and maths levels have been maintained.
3. Precision teaching has boosted self-esteem measuring and celebrating individual learning and achievement. Shared with families too.
4. Evidence of happiness (more confidence) at school