

SEND Summer Term Report 2019

Smart targets are still being trialled for certain children and are being discussed in termly SEND meetings to discuss impact. However, after meeting with Helen Gill (Executive SEND Lead - James Montgomery Academy Trust) she has spoken to us about trialling a new computerised version of an inclusion and provision map. This will hopefully create SMART targets and give teaching staff real ownership of these targets. We hope this will show an impact of how a graduated response is/is not working for an individual child and help if we need to go forward and show the graduated response to services such as the EP service or Inclusion Services. This links well to the SEND team's initial target on the SEND SDP - **What do we want to achieve?** i) Class teachers to work closely with SEND chn not just SEND TAs or class based TAs. Once the system is set up we will roll this out to class teachers and will review as part of 'assess, plan, do, review' meetings that have been so successful this year. Helen Gill has asked myself to speak at a JMAT SEND network meeting to roll out this practice in other schools.

Following on from the new system that is put in place for 2019/20 we will organise staff drop ins that are linked to SMART targets created. Drop ins will have focused on the planning for SEND children and quality assuring that support. This is solely to help teachers support children better - to move on the learning - not a monitoring exercise of the teacher but a monitoring exercise of the SMART target.

Following on from the meeting held with the SEND governor, who was shown the amount of need in the school through the inclusion document, we talked about the greatest need in school (S&L) but we also talked about the diverse needs of the whole school and how we are trying to negotiate these needs. We have a strong SEND team but the conversation also talked about that sometimes the SEND team are used in other areas of the school due to demands on the school. Regular meetings are held with the Head teachers to discuss inclusion and SEND and how we can best support the SEND children. However, due to the high level of cover needed unfortunately the SEND provision suffered - which impacts the children's progress. This then has a knock on effect to the progress of other children in class.

A line of enquiry was followed to see what support our neediest children were receiving and how much we would like children to receive.

1	hours and staff provision.					
2	Class	Need	END plan e.g EHC, SEND plan, LE	Hours needed	Hours allotted by EHCPlan	Staff working with child
3	FSU	ASD?	EHC pending	5	5 school	Sam
4	Y1(FSU)	PMLD (Physical and Multiple)	EHC	29	29 (13 school + 16 extra)	Karolina = 3, Lisa = 2.5, FSU staff = 27.5
5	Y1 AY	ASD	EHC	29	29 (13 school + 16 extra)	Rihanna = 2, Karolina = 1, Lisa = 8.5, CT/TA = 23 (+Learning Mentor floating Y1 check = 2hrs)
6	Y2 LM	ASD	EHC	29	29 (13 school + 12 extra)	Asya = 6, Rihanna = 2, Karolina = 4, CT/TA = 20.5
7	Y3 SW	SLCN	EHC	29	29 (13 school + 16 extra)	Rihanna = 15, CT/TA = 17.5, (+Learning Mentor floating Y3 check = 1hr)
8	Y2 LM	SLCN	SEND support plan	29	Not applicable - to look at EHC g3	Asya = 5 (as part of group with Oliver) + 1SALT, Karolina = 4, CT/TA = 22.5
9	Y2 HE	VI + others	SEND support plan	29	Not applicable - to look at EHC g3	Asya = 5 (as part of group with Oliver) + 1SALT, Karolina = 4, CT/TA = 22.5
10	Y2 LM	other (global + SLCN)	SEND support plan	29	Not applicable - to look at EHC g3	Asya = 5 (as part of group with Oliver) + 1SALT, Karolina = 4, CT/TA = 22.5
11	Y3 SW	SLCN	SEND support plan	29	Not applicable	Asya = 1, Rihanna = 15 (as part of group with MA-R) CT/TA 16.5
12	Y1 MH	ASD	SEND support plan	29	Not applicable	Lisa = 6.5, CT/TA = 26
13	FS	ASD	SEND support plan	29	Not applicable	foundation staff
14	fs	ASD	SEND support plan	29	Not applicable	foundation staff
15	fs	ASD?	SEND support plan (to do)	29	to look at EHC Y1 needs odc	foundation staff
16	FS	ASD	SEND support plan	29	Not applicable	foundation staff
17	Y4 AT	other (global)	LSS	1		1hr SEND TA support
18	Y4 GB	other (global)	LSS	1		1hr SEND TA support
19	Y4 GB	other (global)	LSS	1		1hr SEND TA support
20	Y3 JP	SLCN	SALT Plan	1		1hr SEND TA support
21	Y3 JP	SLCN	SALT Plan + LSS	1	Looking at SEMH with learning ment	1hr SEND TA support
22	Y4 GB	other (global)	LSS	1		1hr SEND TA support
23	Y4 GB	other (global)	LSS	1		1hr SEND TA support
24	Y4 GB	other (global)	LSS	1		1hr SEND TA support
25	Y4 GB	other (global)	LSS	1		1hr SEND TA support
26	Y6 MB-MS	SPLD (Dyslexia)	LSS	10	Has a scribe for all writing inc. tests	10 hrs = CT/TA
27	FS	SEMH (CDC)	CDC	29	Selective mute	foundation staff
28	FS	SEMH (Health)	Health	12	Health	foundation staff
29	Y4	SPLD (Dyslexia?)	SEND support		Has a scribe fo tests	Y4 staff

Y2 HE	SLCN	SALT Plan	1		1hr SEND TA support
Y3 JP	SLCN	SALT Plan	1		1hr SEND TA support
FS1	SLCN	SALT Plan	1		In class TA
Y3 JP	SLCN	SALT Plan	1		1hr SEND TA support
FS2	SLCN	SALT Plan	1		In class TA
FS2	SLCN	SALT Plan	1		In class TA
FS2	SLCN	SALT Plan	1		In class TA
FS2	SLCN	SALT Plan	1		In class TA
FS2	SLCN	SALT Plan	1		In class TA
FS2	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		1hr SEND TA support
Y1	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		In class TA
Y1	SLCN	SALT Plan	1		1hr SEND TA support
Y1	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		1hr SEND TA support
Y2	SLCN	SALT Plan	1		In class TA
Y2	SLCN	SALT Plan	1		In class TA
Y2	SLCN	SALT Plan	1		In class TA
Y2	SLCN	SALT Plan	1		In class TA
Y3	SLCN	SALT Plan	1		1hr SEND TA support
Y3	SLCN	SALT Plan	1		1hr SEND TA support
Y3	SLCN	SALT Plan	1		1hr SEND TA support
Y3	SLCN	SALT Plan	1		1hr SEND TA support
Y3	SLCN	SALT Plan	1		In class TA
Y3	SLCN	SALT Plan	1		In class TA
Y3	SLCN	SALT Plan	1		In class TA

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Y6MB-MS	other (SEPH)	Learning Mentor	1		LM-1
Y5 AJT	other (SEPH)	Learning Mentor	1		LM-1
Y5 AJT	other (SEPH)	Learning Mentor	1		LM-1
Y6 RH	other (SEPH)	Learning Mentor	1		LM-1
Y3 JP	other (SEPH)	Learning Mentor	1		LM-1
Y1 MH	other (SEPH)	Learning Mentor	1		LM-1
Y1 AY	other (SEPH)	Learning Mentor	1		LM-1
Y1 AY	other (SEPH)	Learning Mentor	1		LM-1
Y5 AJT	other (SEPH)	Learning Mentor	1		LM-1
Y4 GB	other (SEPH)	Learning Mentor	1		LM-1
FSU	HI	HI teacher	1		Peter Bilham HI Teacher
Y2	HI	HI teacher	1		Peter Bilham HI Teacher
Y2	HI	HI teacher	1		Peter Bilham HI Teacher
Y5	HI	HI teacher	1		Peter Bilham HI Teacher
Y5	HI	HI teacher	1		Peter Bilham HI Teacher
Y6	HI	HI teacher	1		Peter Bilham HI Teacher
Y6MB-MS	other	specialist teacher	15		Specialist provision - 15hrz
Y6MB-MS	other	specialist teacher	15		Specialist provision - 15hrz
Y6MB-MS	HI	specialist teacher	15		Specialist provision - 15hrz (+HI)
Y6MB-MS	other	specialist teacher	15		Specialist provision - 15hrz
Y6 RH	other	specialist teacher	15		specialist provision -15hrz
Y6 RH	other	specialist teacher	15		specialist provision -15hrz
Y6 RH	other	specialist teacher	15		specialist provision -15hrz
Y6 RH	other	specialist teacher	15		specialist provision -15hrz
Y6 RH	other	specialist teacher	15		specialist provision -15hrz
FS2	LAC	Designated teacher and TA	1		Specialist TA provision + 2 hour termly meeting
Fr2	LAC		1		Specialist TA provision + 2 hour termly meeting
Y1	LAC		1		Specialist TA provision + 2 hour termly meeting
Y1	LAC		1		Specialist TA provision + 2 hour termly meeting
Y3	LAC		1		Specialist TA provision + 2 hour termly meeting
Y4	LAC		1		Specialist TA provision + 2 hour termly meeting
Y5	LAC		1		Specialist TA provision + 2 hour termly meeting
Y6	LAC		1		Specialist TA provision + 2 hour termly meeting

This shows that the need of the children far outweighs the support we are able to offer. The Head and I are using this enquiry to try and show that our school needs more support for our most vulnerable children.

We currently have 4 EHC plans that have been consulted and we have been successful in gaining extra funding. We have been successful in appealing the outcome of one and have gained full funding. We also have 1 EHC pending for a child in in FS2 who needs to transition to Y1 but we feel needs specialist placement and therefore the child will need to stay in FS2 to better meet the need. This has taken a lot of preparation and has impacted on the SEND team putting in place SEND support plans for other children in the school. A further 2 children need assessment to go forward for EHC plans. School has to put the first 13 hours of extra support so for 7 EHC plans we would have to provide 91 hours of additional, unfunded support. This is not feasible and as a school we are constantly having children come to school with significant needs that we are having to just cope in class and have no extra support. A child in FS2 (who we think will have to stay in FS2), we have not started any paper work for this child. Two children in FS2, who have an autism diagnosis, will transition to Y1. At the moment the structure of foundation stage helps with these children but we do not know how they will cope in Y1. A child came part way through Y1 with a pending EHC from another school. In Y2 a child with an autism diagnosis came half way through the school year. No

EHCP or support plan followed. We may have to go down a route of support plans and EHCs for these children which takes possible EHCs to 12 and 166 hours of unfunded support. This figure does not take in to account children who need smart targets, have S&L (our most needy area in school which has had to be cut due to funding going in to EHC children), or learning support programmes.

I previously put a document together to show the business manager the level of SEND need and funding we currently have and also would need in the future. This seems to evolve termly so is difficult to pinpoint exact figures, especially when we are trying to make any deficit in budget smaller.

Going forward, ideally the SEND team would need extra TA support in both Y1 classes, both Y2 classes, one Y3 class and then one to one support in a Y4 class. Then we need SEND TAs to deliver extra intervention such as speech, and learning support. Class TAs will have to support SMART targets and some speech but this takes the TA away from any class or school booster/intervention that is needed for other children.