

SEND across the Federation

Area	Notes	RAG
Quality of provision for all		
	<p>Over the last few years Lisa and I have been working on ensuring all SEN children have the same Quality First Teaching as other children. We had a visit from the Educational Psychologist a two years ago to educate the staff on this and I have produced Quality First Teaching guides which are given to teachers looking for support. These are taken from the Educational Psychology section of the Borough website and highlight all the strategies to be used for each area. These have been complemented by the Autism Advisory Service who found it very useful to see what has already been tried and suggest something new.</p> <p>This also ensures that teachers understand that SEND children are there responsibility as there have been occasions where it was felt by me that some teachers were not sure of this and passed children on to teaching assistants. There was also a report demonstrating that if children become 'velcroed' to a TA it damages their life-chances as they do not become independent learners, which is key to future success. Lisa and I are undertaking the MITA program this year which is aimed at training senior leaders how to make the very best use of Tas, by looking at their specialisms etc and using them, rather than giving them one child to look after.</p>	
Reasonable adjustments		
	<p>All learners are celebrated for what they have achieved, rather than for an academic standard and children are given 'reasonable adjustments' to support them in their learning, such as concrete equipment, scaffolding, or the use of technology to support them. This includes multi-sensory things, such as the sensory trail one child completes each morning, or the use of specialist equipment, such as talking boxes or ear defenders, to enable that child to access the curriculum.</p> <p>Children with difficulties such as dyslexia are given extra time in exams, as they begin to prepare for the timed tests at the end of Year 6. This will include readers for those who need it.</p> <p>We do not currently have any physically differently abled children in school.</p>	
Identification and additional provision		
	<p>The Assess, Plan, Do, Review cycle is robust. Parents or teachers raise a concern about a child, this will result in observations by the SENCo who will produce a report and discuss with the teacher. If necessary the child will be put onto an IEP, if they are receiving additional to and different from others. IEPs are reviewed at the end of every term with parents and new targets discussed. The targets are SMART and quantifiable. If they are not the SENCo will ask the teacher to adjust them slightly before they are sent home. Over this time the child will take part in a targeted intervention and the impact of this will be assessed</p>	

<p>against the targets. If it is felt that progress is not being made at the expected rate or that further intervention is required the SENCo may contact an outside agency to arrange further reports and support. Parents are included at every stage of this process. The school is open and welcoming and parents feel they are able to talk to the teacher as they need to, they are also able to contact them via Seesaw to ask questions about things they are concerned about.</p> <p>Pupil views are sought and acted upon. The bullying questionnaire last year helped us to identify areas of weakness, many of the children felt anxious about sleeping. We have recently had two staff trainings on anxiety from the Educational Psychology Service in response. This year we are intending to interview support staff and SEND children about their experiences and what they feel could be changed or improved.</p> <p>The weaknesses of this system are that there are not always enough support staff to cover IEP work, where a class has an unusually high level of SEND. This support is largely protected but staff can be needed elsewhere and it can be difficult to ensure that these interventions happen every week (and in some cases every day).</p> <p>Our schools are very small so it is not necessary to keep a list of interventions already tried. These are on the IEPs and can be easily found if necessary.</p> <p>Many of the reports we have received have mentioned Precision Teaching as a good strategy and this is something we will be training on this year.</p>	
Leadership and team working	
<p>The SEND policies are reviewed in September each year and a SEN list produced.</p> <p>The SENCO and SEND governor meet termly to catch up. This term at our meeting the governor suggested having a folder in the staff room (and one for her) detailing the assess, plan, do, review cycle, accessible to all staff, which I will work on producing.</p> <p>Regular training is provided for staff. I am preparing to book three staff trainings for non-verbal children as we have one in each school.</p> <p>I aim to push the school forward by taking on one larger project each year. I have already done a SEND partnership program where we are able to shadow another school and learn from them, to improve practice, then I took on the Behaviour and Leadership Program and more recently the Communication Friendly Award. The project for this year is the MITA program.</p>	
Co-production	
<p>When it has been decided that a child may need to progress to an EHC the system I have in place is to put the children on a SEN Support Plan. This is a much more detailed 'mini EHC' that I do internally. At this point I will also generate a 'one page profile' which will be distributed to all staff at the start of the year.</p>	

<p>The SEN Support Plan is set out in a very similar way and enables me to transfer information very quickly onto other forms that I have to fill in, but more importantly it enables parents to see that their concerns about their child are being taken seriously. This is reviewed once a year, as an EHC, and IEP targets should be working toward the targets in this document.</p> <p>Once this has been done I will either apply for Early Help Locality Funding (if in NNhants) or for an EHC straight away if Bedford. This is a lengthy process, which involves collecting a lot of evidence and costings for the TA support. Parents are involved at every stage. We have had some successes in gaining both in the last year and there are other children in the pipeline, who I am hoping to support before they leave us for Secondary School.</p>	
External Stakeholders	
<p>At present we have a good working relationship with all Bedford Borough Services, although North Northants is much harder to deal with as I find it very hard to access human beings to talk to! This is something I am trying to develop, I am hoping to make more contacts there but it is very difficult.</p> <p>I arrange educational psychology drop-ins for those parents who need support or would like to talk to a professional. These are available twice a year and teachers can also access these. They will often signpost parents to this service.</p> <p>Parents do feel welcome and we do pass on SEN information sent by the borough council, however, I do feel this is an area for development this year. I would like to do two things:</p> <ol style="list-style-type: none"> 1. I would like a dedicated SEND area on the website, showing parents where to find support and information. We have a new website being developed and this is part of the plan. 2. Meet and Greet with me and other parents of children with SEND. I would like to hold an annual coffee evening where parents are able to talk to each other, meet and hopefully support one another, but I am also available to talk through processes and their concerns and hopefully build communication. We will be doing the first of these in January. I'm not quite sure what they will look like at the moment, but it's the plan! 	
Impact	
<p>Key identified areas for SEND last year were dyslexia and SALT. To aim to target both of these areas we took on the Spelling Tutor program aimed at dyslexia and I promoted the use of Toe by Toe to staff to support reading speed for these children. To support SALT, which was a particular difficulty amongst younger children, I took on the Communication Friendly Award, which we have achieved and will now hold for the next three years, when we will renew it. This was a really good thorough audit of our provision and definitely helped to improve practise and understanding of this areas. A staff survey I undertook demonstrated that most staff felt confident to identify this area and what they needed to do next to support children. We have been lucky enough to have a link therapist from Cambs, who will work with Cambs/Bedford children and is happy to provide staff with a quick informal chat. It has made it quicker and easier to access support with this.</p>	

I also began using the Progression Tools for SALT, which is an assessment tool. I would like to roll this out to Year 1 and screen everyone in the Autumn Term but I have found this difficult as the test is quite long and I haven't had time this year. I will attempt to do this before the end of the year.

We have four staff trained as communication champions. Next year I will be looking to train another person (this is a week long SALT course) so that there remains a balance of two at each school, as I have now moved to the other school. This person should be someone others can go to for advice on this subject, which is something I will need to develop a little more, as currently people probably only go to two of those people for advice.