

Review of SEN Support – January 2020

East Sheen Primary School	The Russell School	Sheen Mount Primary School
10% SEN Support 2.6% EHCP	6% SEN Support 3.2% EHCP	3.5% SEN Support 3.2% EHCP

How are SEN Support children identified?

<p>The classteacher completes a “concern form” and sends to SENDCo. The SENDCo makes an assessment based on observation and information shared by classteacher. Advice is given and strategies/ resources suggested to facilitate learning for the child within the classroom. They are not automatically added to the SEND register. If observations and shared information identify specific needs that would benefit from a personalised education plan the child is added to the SEND register for school support.</p>	<p>When class teachers have concerns about a child, they speak to the SENCo and together will make some decisions about strategies for support in the classroom at Wave 1. After a term, if there are still concerns, we hold an ‘initial consultation’ – a professionals discussion involving the EP, class teacher, SENCo and a Senior Leader. They discuss further strategies which are then reviewed after a further term. There would be informal discussions with parents here. We buy in additional EP hours to do this. The child is also picked up as part of the provision mapping process at this point. After the term, we review the EP’s and class teacher’s Wave 1/ Wave 2 strategies. We then make a decision about moving to SEN Support if the child needs ‘additional and different’. This is when we formalise with parents. We do quite often make the decision to leave a child at Wave 1 with the class teacher if the ‘additional and different’ is not an absolute necessity. Putting a child on SEN Support for The Russell means that they have a significant need. We have a ‘Class Support Plan’ for each class which includes all TLA support – whether EHCP, SEN Support or general class support. This encourages class teachers to take more responsibility for working with the children who are at Wave 2 and Wave 3 as we give them specific interventions and targeted children which come from the provision mapping. It also moves us away from the 1:1 nature of EHCPs to prevent Learned Helplessness.</p>	<p>The school will build up a picture of additional needs for a pupil from the classteacher, teaching assistants, parents and information from feeder nursery schools or previous settings. If the quality first teaching in place is not sufficient to support a child and they are unable to keep up with their peers, a meeting will be triggered between the teacher and inclusion leader.</p> <p>The output of this meeting will identify some strategies to complete following the plan, do, review model.</p> <p>Information is stored in a provision mapping software tool to track interventions and their impact.</p> <p>If after a term or two (age dependant) there are still concerns about pupil progress, a next stage meeting is triggered between parents and school professionals to discuss next steps and placement on SEND register.</p>
--	---	---

What type of support is offered to them above what is available in the classroom?

The person-centred plan is developed with the child, parent, teacher and SENDCo and specific "small step" targets are agreed. These are monitored and updated by the classteacher on a regular basis. The plan may include agreed strategies to use independently in the classroom (e.g. a time out box, coloured film for reading) as well as dedicated time to work on the targets with an adult. If several children have the same target, the support could be in a small group. Some targets are supported on a 1:1 basis. Children are kept in class as much as possible, but some group work/1:1 work does happen outside the classroom. These sessions are short, focused sessions and children return to the lesson after about 10 minutes. We use HLTAs and TAs to support children, but teachers also work with individuals on their targets. This would be within a lesson in the classroom. The plans are reviewed with the teacher at parents' evenings as part of the regular parent consultation and in the spring term in a separate meeting with the teacher and SENDCo. The SENDCo is available at parents' evenings if parents want to see her to discuss their child's plan/progress. The register is "fluid"; children are added or removed after class progress meetings with the classteacher, headteacher and SENDCo.

In the classroom at Wave 1 they would have the support of the class teacher and any class TLAs (we call them all Teaching and Learning Assistants). Wave 2 would give a small group/ paired intervention – some in and some out of the classroom. Not all children receiving some Wave 2 intervention will be SEN Support though as for us it is preventative rather than reactive. At Wave 3 there would be additional and targeted support from an additional adult which would be more bespoke to IEP targets. We try very hard to match the correct intervention to the child/ children's needs.

The provision map would plan the specific support that a child would receive above the quality first teaching offer. These targeted interventions could include the following.

- Precision Teaching – intensive, short, daily sessions on specific skills;
- small group phonics teaching using the Read Write Inc. phonics programme;
- Colourful Semantics – Speech and Language directed intervention focussing on constructing sentences;
- maths support using Numicon;
- sensory diet input;
- support within class to aid attention and listening;
- Speech and language directed groups – auditory processing group, attention and listening groups, narrative groups;
- Lego Therapy (following directions intervention);
- social skills and nurture time;
- individual visual timetables;
- Drawing and Talking therapy
- Emotional Literacy Support (ELS)
- 1-1 reading;
- homework support.

Any intervention at this level would be time limited and designed for early impact.

What are the challenges?

The number of children requiring school support is high and needs are greater. We have 8 children on school support who need EHC plans and this has put huge pressure on human resources. One suddenly bites, another climbs walls and threatens to throw himself off the fire escape or down the Y6 stairwell. Another is deeply depressed and refuses to do any work, another has just

Staff shortages restricts the number of Wave 2 and Wave 3 interventions which we are able and would like to offer. We struggle with mid-year entries who arrive with need as we plan quite far in advance to ensure provision is targeted. The lack of therapies also provides us with challenges – no SALT at SEN Support or for consultation and advice and inconsistent OT of differing

The increasing number of children who are coming through the system with complex needs that require large amounts of adult intervention at a time when budgets are being squeezed. The feeling that the only way to get support e.g. for a child with highly complex attachment issues is to go down the EHCP route when there is not a cognitive need for it.

<p>joined the school with no plan and has ASD, (massive melt-downs, screaming, running off). We have had to employ a supply support worker to enable him to attend school. The Headteacher's office is occupied on a regular basis by children who cannot remain in the classroom for their own or others' safety. As we have expanded, we find that children joining the school after Reception tend to have additional needs (See appendix 2). Budget constraints prevent us from employing the adults we need. Adults in school have to support the children with the most challenging needs, which means children with more typical learning difficulties who would benefit from extra support don't get it. The school also needs to demonstrate what has already been put in place to support children as part of the application for a plan. We have also found that for children coming to us from other boroughs, even if assessments etc. have been carried out at the previous school, the process for application for EHC plan in Richmond has to start again. The time it takes to get the assessments, especially from the EP, means we are dealing with very challenging behaviour or need levels in school for a long time.</p>	<p>quality. There is also the pressure, particularly in KS2, which teachers feel for curriculum coverage vs interventions out of the classroom. We have moved support at Wave 2 and Wave 3 for Years 5 and 6 into the classroom to try and combat this.</p>	<p>The complexity of the fair/share model with the priority given to parental choice and the impact that this can have on a school.</p>
---	---	---

Grey Court	Orleans Park
20% SEN Support	9.9% SEN Support
4% EHCP	6% EHCP

How are SEN Support children identified?

<p>Grey Court uses the graduated approach to identify SEND students Assess, Plan, Do and review. "The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing." To support the growing number of students on our SEN support register we have created an internal category which we refer to as the SENCO Monitoring Register. This is to meet the needs of those students who do not meet the SEN support (See CoP)</p>	<p>Y7 - identified in primary and we make sure we have all the info possible as to why they are SEN K - what evidence? Diagnosis? - we ask these questions on the transition visits. Once at OP, if a parent or teacher suspects underlying learning needs, we send out a round robin to ask about progress, engagement, relationships etc. If this comes back with problems highlighted in a lot of subjects, SRP Manager then tests for more specific issues using LUCID first and then will probe further if needed with other tests. We are lucky to have someone qualified to do this.</p>
---	---

What type of support is offered to them above what is available in the classroom?

Our interventions are based on a 'Wave of Intervention Model'; which involves developing, implementing and maintaining evidence based interventions for SEN students. Our enhanced speech and language provision offers specialised interventions one to one and small group interventions. All Interventions at Grey Court are data driven and outcomes focused. This is in line with the new SEN Code of Practice (September 2014), which makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such, it reflects that high quality teaching, which is appropriately differentiated, is the first step in responding to possible special educational needs.

- Student profile (context, what the needs are and specific strategies) written for all and linked to school programmes.
- Shared LSA if an EHCP student is in the same lesson.
- Touch typing once a week if appropriate
- Y7 & 8 small withdrawn literacy and numeracy group (once a week each)
- Y9 Step Up to English group
- Friday reading group with LSA during form time
- Small group reading with LS Teacher during form time for Y11 SEN K
- Y11 SEN K Study Group - 3 - 4pm every Tuesday and Weds with LS Teacher - subjects teachers sometimes attend and give advice on their exam.
- Access to Zone staff/Shirley if appropriate
- Contact with parents
- High profile group with staff, whole school CPD etc

What are the challenges?

1. The biggest challenge is the sustainability of the interventions and support that the school can provide as funding continues to be reduced.
2. Another concern is the rise in the number of students who are arriving at secondary school with EHCP but very limited resources.
3. It seems the SEND needs are becoming more and more complex to manage with limited resources.
4. The number of consultations that the school receives at transition stage is significantly high and this needs to be reviewed and stream lined at LEA level. Last year we received 45 applications. Our notional cut off for SEN is 7 but due to the increase in students with EHCPs we had to take 13 which continues to cause a huge strain on resources.
5. There are also concerns around the number of students who are arriving at Secondary schools and gaining admissions the normal way whilst the statutory assessment process is underway. Last year the LEA had 35 students who were placed into school through normal admissions whilst their EHCP were still undergoing the statutory assessment process.

It is still a vague and woolly area - who actually states that a child is SEN K (I don't feel qualified to tell a parent their child has SEN);and who monitors this? Is there consistency across schools? Do we all have the same approach? Some students who receive additional support do not necessarily have SEN but may be emotionally vulnerable at certain points in their lives or may just need to catch up.