

SEN Governor report for Autumn term 2017

So far this year we have inherited a range of needs. We have two EYFS children with high SEND needs. One has an autistic diagnosis and the other has learning global delay. They had a school entry plan and have settled very well although we now have a better idea of their needs and requirements

Furthermore, we continue to still have two other high needs children within school (YR 1 and YR 5)

We have 20 children currently on our register

SEND need	Number of children on role
SPI/d	7
SEMH	7 (2 with additional SPLD)
PI/medical	
LGDD	3 (with high SLCN)
SLCN	2

This year has seen a big change in the funding where we had to band the relevant children on a scale form 1-7. There was some training but the main learning was definitely gained when I attended the moderation day in November. We sent our predicted bands to county and then had to take a given portfolio to the day where it was moderated at length. Our example was upgraded by one level. I wasn't surprised as we felt it was on the cusp of the next bracket. The day has brought more confidence about criteria etc for next time.

We have less intervention time this year due to staffing but have sat and discussed carefully our main needs. We are still prioritising SEMH as we have a broad spread of children with these needs across the school. Some of the needs have been heightened due to personal circumstances. In addition Sallyann Edson is continuing to develop her role further as an ELSA (Emotional Literacy Support advisor). Parents and children are more aware of her role and how to contact her for support.

Based on Parent forum I have realised parents still do not automatically recall what the local offer is. However, they seemed to know what to do if they needed SEND support

Parents continue to seek advise and support in both official and unofficial ways. Questionnaires rarely get filled in so I added something to the parent's evening governor one. This showed extremely positive results

Another big point to note is that we have started the year for IDFS (Inclusive Dyslexia Friendly Status) accreditation. I have held staff meetings to establish where staff and parents are with their knowledge of supporting dyslexia and then given training on identification and strategies to support dyslexia. The staff were very receptive and found the session useful to help them identify students with potential need. We are still working on strategies and gathering case studies per class. This will link to the final

samples for accreditation. KM to also meet with Jane Bruce to discuss dyslexia as it is a specialism of Jane's.

Strategies from last year's intervention spelling detectives time, with regards to spelling, are being used within the classroom and link to dyslexia toolkits. Our main aim is to encourage strategies that are taught in class to all children through SPaG time, so that it becomes inclusive for all. Sara Leach has now been filmed for training, by learning support, as our results were very good for most of our children, so she has a good model which can be used for all.

We are still having regular advice re Learning support and intervention is planned in to support children with recommendations from the report. We feel strongly that we need to provide tools to aid the children's independent learning. To monitor this we copy cold and hot tasks and try and see where any intervention has had impact. This is more limited this year from intervention time but we have selected a few based on assessments and needs so they are having some afternoon input. The evidence of progress is through the children's work and sometimes spelling and reading age.

The ELSA has focused on Social and emotional needs. This is difficult to show as progress but we use a pre and post system which is numbered. Again progress has been made and this also helps inform us of where we need to plan. (This has been used with our HN funded SEMH child as well as some children who require quite intense social and emotional intervention.) We are also seeing children referring to strategies they have been taught through ELSA so this has to be note in case studies as it is obviously a long term progression.

I am continuing to use the new form of assessment that bridges the gap re p scales and ARE. It is Wakefield Progression steps and our HN SEMH child has shown progress through the steps and we use them to support planning. This alongside an intervention called precision teaching has now enabled this child to feel he is reading. (Succeeded on his first AR book with 100%)

Individual case studies continue to show notes re progress as with these children it is often the progress in their emotional and social state that is developing before academic progress really accelerates. I feel this is still an area to develop with stronger evidence base of actual progress from any intervention. With social and emotional progress it is a longer span. Although massive support is still needed, we can see a very positive effect with a case study from a Year 5, who still has support but has made vast improvements and this in turn has allowed access to his learning.

Maths talk is developing within school and this, as well as the Talk For Writing, gives good opportunities for inclusive learning. We have tried to support SEND with their independence by encouraging more use of ipads and laptops so that they can produce more. This term some children in Harriers, are learning touch typing as it has been clear that they are more confident about writing on the laptop and we need to give the skill so they are quicker. We will hopefully see the impact of this next term.

Our PP/ SEND children are still a concern with regards to ARE and as a result we are looking further into ways to develop the children's mindset and experience of the outside world. They have limited conversation and we need to give them opportunities to develop their language and bank of

ideas/experiences. We are looking carefully at who is SEND and whether their learning is more that they are PP. This will become even clearer now we have the new banding descriptors.

I have been doing a mindset group and raising even more awareness in school. We feel that the children underachieving as far as progress goes, have a fixed MINDSET. I have chosen this as my research area and as a result of my reading I feel I need to develop the parents' mindset and how to question their children. It needs to come in early so maybe I need to liaise in Toybox with parents so that we give a clear message early on and reap the benefits sooner. My group still need support to change what has been a fixed mindset for a long time. However, there is some progress in their thinking; it's a challenge to assess and I'm hoping it will show in their approach by the end of the year.