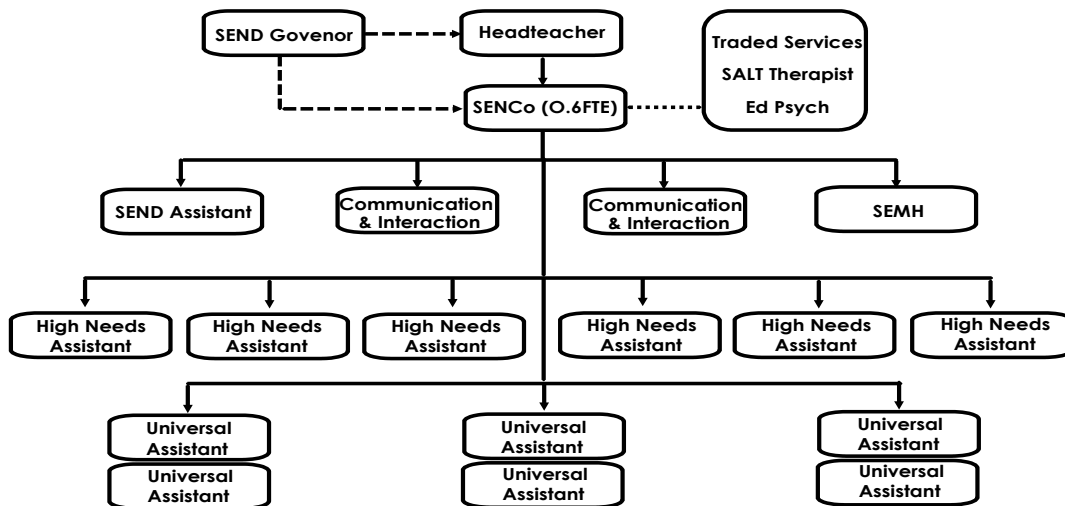


Hunslet Carr Primary School
 SIA Inclusion Meeting with SENDCO and Ass SENDCO
 11th May 2021

Improving inclusion across the board has been a high priority for the school since the last Ofsted in 2018. Patrick Kelly undertook a full SEND review and after many planning meetings, staff reduction process and significant training, the school drastically changed the way inclusion worked to benefit all children and their needs. A new SENDCO was also appointed, after the long absence of the previous SENDCO.

Proposed SEND Staffing Structure for KS1 and KS2 – Post January 2020



Training was provided as follows:

- Training for the Teachers on how to meet the diverse needs of all the children in their class during QFT. This would include a process of teachers becoming used to fewer TAs in class or even no TAs at all.
- Training for the Teaching Assistants on how to support middle and higher attaining children during QFT, so that teachers are able to support SEND and LA children while TAs support the rest of the class.
- Training for the Teaching Assistants on specific Interventions that will meet the needs of children identified on the school’s provision map.

During a Governing Board meeting to celebrate the transformation in SEND provision and inclusion of all children, the SENDCO was keen to meet with the SIA to discuss Ofsted style questions and to gain support to improve upon them in preparation for the impending inspection visit. Detail follows....

How do leaders identify, assess and meet the needs of pupils with SEND?

The children with additional needs are identified as early as possible. The Speech and Language support assistant based in Nursery, completes baseline assessments with the children and identifies children with speech needs. The autism lead practitioner also has time working with EYFS children in provision. She is a really good SEND practitioner and has great knowledge of FFI. She also monitors ASD children across the school.

If SEND children join the school in later years, parents discuss their needs with class teacher and then they are referred to SENDCO team; who will carry out observations in school and hold meetings with parents. If

a child has come to the school via a managed move, the staff give them time to settle into Hunslet Carr routines before making any assessment decisions. All records electronically stored

There are several SEND children in EYFS at the moment; which means that very specific training is needed such as: PECS and intensive interaction; which are mainly used with pre-verbal children. There is a carefully planned timetable for intensive interaction sessions with individual children; the SENDCO would like to video these to use for moderation and to help with training other staff. Online training is also shared with staff. The support staff are more confident and better at assessing children's progress.

What steps has the school taken to ensure that pupils with SEND are prepared for the next stage of education and their adult lives?

Transition

EYFS children who have complex needs will be referred to SENIT service. Some of them are signposted from Dr or Health Visitor. More SEND children entering the EYFS recently, due to the school's improving reputation for inclusion and choosing the school favourably. The school goes above and beyond for so many families to have fruitful conversations about short and long term provision.

Two children have moved onto specialist provision with success, due to careful transition and communication between the settings. Another child is also moving to specialist provision in September. These parents tell the SENDCO about how happy they are with moves; acknowledging how nervous they were about the move and celebrating their child's massive progress now. It is a sensitive journey where clear communication and trust is vital throughout their time in school and when transition is needed.

The children with high need, have managed to access some time in Reception class. After some time it can become obvious that provision is limited in any mainstream setting. Some parents love the school and can be reluctant to look at specialist provision, but they can visit settings. Pre-lockdown, staff would accompany parents to visit specialist provision. The inclusion staff have been doing referrals for SENDIASS with parents online. They also share local offers and look at website with parents.

For transition to high school, the inclusion staff make strong links with the various schools, to make the move as smooth as possible for the SEND children. They make sure that extra visits and meetings happen for children and parents. Impact North is a therapeutic service Hunslet Carr access through a traded contract (1 day a week). Two groups of vulnerable Yr6 children will receive therapeutic support this term.

How is the curriculum adapted, designed or developed to meet the needs of pupils with SEND? How has this developed pupil's knowledge skills and abilities and to apply them with increasing fluency and independence?

The 'Bsquared' assessment tool is used to track progress for the lower attaining children, at the end of each half term. The tracker is good and collects so much detail, quantifying small steps of progress. The calibre of quality first teaching is now a consistent approach in every class; in line with the school's universal offer. Martin enabling teachers to become their own SEND experts. Specialist interventions happen, but only if they really need to. The school curriculum is accessed using clear assessment and planning for all children. The teachers now hold that responsibility, but they can also approach the SENDCO/Ass SENDCO for advice. The SENDCO meets with the AHTs weekly and this is when they will highlight and discuss any concerns about children. This cross communication between adults ensures that children do not fall through any nets in the inclusion system.

There is also a weekly inclusion meeting with the SENDCO, Ass SENDCO, the DSG, the attendance lead, the SaLT and SLT. There is an agreed agenda, only children that are struggling are discussed. They make joint

plans for individuals, the next steps are monitored and the staff actions are put in motion, with regular milestones (week, month). This holistic team around the child approach is very successful.

How effective are EHC plans and support plans in adapting the curriculum meet the needs of pupils with SEND?

6 x EHCPs (3 more to submit now and there will be more in September 2021)

23 x early support plans

The inclusion staff have planning meetings with the Educational Psychologist each term to discuss their case load. Parent consultations is arranged if needed. All plans are sensibly translated into classroom provision and they are monitored. Any changes needed to IEPs will happen after the meeting with the Ass SENDCO. Passports plans are also reviewed every term with Ass SENDCO. The SENDCO checks plans for smart targets and she will meet parents (phone calls at the moment) to discuss. Constant contact and communication is the key to success and when allowed they will invite parents to school to celebrate.

How well do pupils with SEND achieve? Can you give examples?

Usually, the SENDCO will take part in pupil progress meetings. The Ass SENDCO monitors the BSquared targets for children in their classes. Class teachers are given reports (with traffic light system) to show progress or regression in the SEND children. These plans can also be referred to SLT meetings for further discussion if needed. All processes follow the; assess, plan, do, review cycle, to maintain momentum and to reach the shortest possible milestones.

Provision maps show what support every child is receiving and highlights any vulnerability barriers. It is updated every half term and changes are made when needed. This process is very fluid, as is the SENDCO register (it varies between 70 and 77 children).

How effective is the schools work with pupils with SEND who have particular behavioural needs?

The behaviour policy was reviewed to ensure a consistent approach from all adults across school. The traffic light system called 'Trackit' is used in the classrooms and around school. It shows lots of information. Adults can see certain patterns, triggers for negative behaviour and repetition at similar times. The universal offer is for all children; but if anyone comes off track (sometimes with life events) this shows up in records. Universal and more bespoke reward systems work well, as does adapting individual time tables when needed (eg. time away or brain breaks). Also, resources such as: wiggle boards, coloured overlays and fidget toys help children to remain in class, fully included in the learning, with adaptations and TA support when needed. If children need more adaptations and bespoke provision, a meeting is held to determine (DSL, attendance officer and nurture provision). It might be for example, that the child will be given a quiet place to give them space to talk, with the same person to build trust.

The next tier of support is when an IBP is produced with the involvement of all the child's significant adults and plan of agreed strategies is decided. Regular communication to discuss progress is vital.

A child showing severe negative, disturbing behaviours might attend the restorative learning provision in the house to complete a 12 week programme of support. English, Maths, Science learning in the provision is matched to work in classrooms; as it the teacher's responsibility of teachers for planning. The daily routine tends to consist of class work in the mornings and therapeutic activities in the afternoons. Re-integration back to classrooms is a gradual process and usually starts with the child joining their class for short periods of time such as story time or register time. When the child is ready to try joining lessons they will be accompanied by an adult from the provision, to support and coach them through the situation. This transition is closely monitored and changes are paced accordingly.

How successfully do leaders involve parents in assessing and reviewing the learning and development of pupils with SEND?

See above, which explains that parents are invited to all relevant meetings about their child, where their feedback and opinion is highly valued. The Ass SENDCO is the consistent contact for all line of communication for parents (SENCO works 3 days a week including 1 day working from home) and she is always available to discuss concerns or worries in the first instance.

During the Covid lockdowns all SEND children were offered places in school. Children who access 1:1 support worked with their key worker in school for a set amount of time per day. The SaLT and HLTAs kept in contact with parents and did interventions over the phone with individual children 3 x week. When applying for funding the Parental Support Officer will assist families with any vulnerabilities and needs such as other services eg housing etc. These trusting relationships dispel any fear or worry in vulnerable parents and families.

How effectively do leaders make use of other agencies to assess and support pupils with SEND, including those with medical or mental health needs?

The following teams are available and extremely useful in helping children and their families with significant need: STARS , SENIT , EYFS SENIT team. The school employs a traded NHS SaLT for two days every week, to work directly with children and parents. She is the most valuable resource in school and her impact is worth every penny. The specialist HLTAs have monthly supervision type meetings with the SaLT and Ass SENDCO, where they can share information and/or issues.

How well are pupils with SEND included in the life of the school?

All SEND children are included as much as possible in QFT. This includes external learning activities, trips, visits and residential stays too. The SENDCO will work with teachers and support staff to make any adaptations according to the child's needs, using risk assessments to produce consequent provision plans for all concerned with the child.

All SEND children are involved in assemblies and performances naturally, as this happens all the time, with adjustments where needed. For example; the Reception classes went on a trip to the garden centre recently. All children were included and various additional actions were taken to provide additional resources e.g. using a push chair, wrist reins, more first aiders and generally more adults as there was a need for several 1:1 support.

NB. The SIA was involved in a Science deep dive at the school very shortly after this meeting. She was pleased and heartened to see so much of the detailed actions and provision happening around the school for every child (with varying degrees of SEND).