

## **SEND Impact Statement 2018-2019**

### **SENDCO – Natasha White**

#### **Identification of SEND**

**Summer Census:** 38/245 children on the SEND register (16%) of total school population.

#### **Children on Register:**

27 SEND Support (Supporting Me to Learn Plan)

5 My Support Plans

5 EHC Plans

#### **SEND Needs in school:**

12 Social, Emotional & Mental Health Needs.

11 Moderate Learning Difficulty

7 Autistic Spectrum Disorder

4 Speech, Language and Communication Needs

2 Specific Learning Difficulties

2 Physical Disability

Children are categorised as having a primary and secondary need of SEND. Some children on the register have more than one need as outlined above.

#### **Growth of Needs**

##### **1. Social, Emotional & Mental Health Needs. (Wave 1 – 3 support)**

Children who struggle with social interactions, managing emotions and behaviour choices. These children have Supporting Me to Learn Plans and in some cases they have been referred to specialist services where advice and SMART targets are provided. Some children in this category are supported by practitioners from Future in Mind and one child has been referred to CAHMS.

##### **2. Moderate Learning Difficulties. (Wave 1 – 3 support)**

Children who struggle to retain and are working well below age related expectations. These children have Supporting Me to Learn Plans and in some cases they have been referred to specialist services where advice and SMART targets are provided. Some children in this category are tracked using the Wakefield progression Steps to evidence their small steps of progress.

### **3. Autistic Spectrum Disorder. (Wave 3 support)**

Children are being diagnosed more frequently with ASD needs. The range of needs vary from child to child as does their level of support through Quality First Teaching and Intervention. More children are awaiting the assessment and new referrals are being pushed back in light of the high demand. We have involved other external agencies for support and reports for children that we consider to have a high need.

### **4. Rise in SEND for boys. (Wave 1 – 3 support)**

More boys are being added to the SEND register. 81% of the SEND register are boys compared to girls at 19%. Gender issues are raised at each cohort's pupil progress meeting and curriculum areas are designed with boys in mind. Staff are beginning to use more multi-sensory approaches to encourage the SEND pupils to retain more knowledge through a hands-on approach.

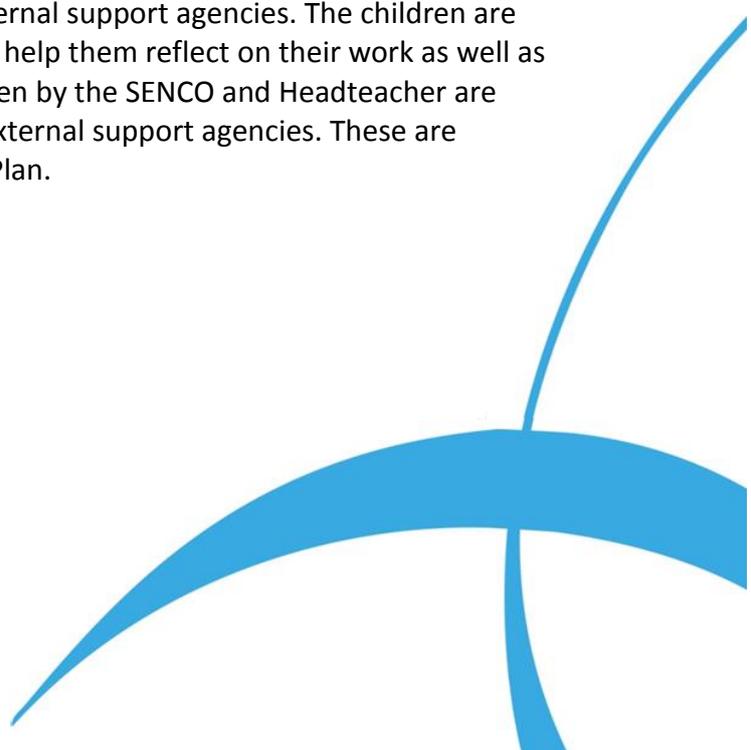
## **Overview of SEND at Gawthorpe Community Academy**

### **SEND support in the classroom:**

At Gawthorpe Community Academy we adopt a Quality First Teaching approach for all children, inclusive of their needs. Teachers plan the differentiated curriculum tasks around the individual needs of the children in their cohort to scaffold and challenge their learning to meet the learning outcomes that they are working towards. All children access the core subjects; English and Maths, which are delivered by the class teacher with in class support where applicable.

### **Quality First Teaching**

Lessons observed throughout the year by senior leaders and external consultants saw that all SEND children are supported in class by their teacher and classroom professionals. All teachers plan weekly interventions to support the development of the basic skills as well as planning specific programmes as advised by external support agencies. The children are given detailed feedback; verbally and written to help them reflect on their work as well as having the opportunity to improve it. Advice given by the SENCO and Headteacher are followed alongside the additional advice from external support agencies. These are reflected in the child's Supporting Me to Learn Plan.



### Intervention 2018/19

<b>Intervention provided in 2018/19 for SEND children</b>	<b>Wave of support</b>
Focus group intervention during whole class quality first teaching – teacher / TA	<b>1</b>
Pastoral Support (Teaching Assistant led)	<b>2</b>
Phonics groups (KS1)	<b>2</b>
Lego Therapy	<b>2</b>
Memory Intervention	<b>2</b>
Fit To Learn	<b>2</b>
Learning for Living Intervention	<b>2</b>
Toe by Toe Intervention	<b>3</b>
Fisher Family Trust Intervention	<b>3</b>
SALT (Speech and Language Therapy)	<b>3</b>
Supporting Me To Learn Plan support	<b>3</b>
Pastoral Support ( Learning Mentor)	<b>3</b>
Future in Minds Support with CAMHS	<b>3</b>
Playtime/Lunchtime Support	<b>3</b>

### How do we identify the impact of intervention?

- Pupil progress in core subjects through their daily work books. We look for evidence of the level of support provided to the child, the steps of progress made within a term and that the work is appropriately challenging for these pupils.
- Forms of feedback and next steps provided. This is usually provided within the lesson verbally or as a next step to address a misconception or to move learning on.
- Observations of the pupils to note the level of engagement and practical learning to enable them to succeed in their learning.
- Through the changes in targets on the Supporting Me to Learn Plan and the termly review with parents.
- Pupils may come off of the SEND register when they meet Age Related Expectations and have no physical needs such as visually impaired which impact on their learning for the future.

### Evidence of Impact

#### **Focus group intervention during whole class quality first teaching – teacher / TA**

- School invest part of their budget into adult support in the classroom.
- Children accessed differentiated work that enabled them to make the steps of progress outlined in the National Curriculum or P Scale Levels that the children were working on. This progress is evident in their books.

- The KS1 statutory data for 2018/19 was 87% in Reading, 80% in Writing and 87% in Mathematics. 1/6 children were working at pre key stage level.
  - 3/6 children achieved ARE in Reading (2/6 achieved Greater Depth)
  - 2/6 children achieved ARE in Writing (2/6 achieved Greater Depth)
  - 3/6 children achieved ARE in Maths (2/6 achieved Greater Depth)
  - The KS2 statutory data for 2018/19 was 83% in Reading, 90% in Writing, 90% in Mathematics and 93% in Grammar and Spelling. 1/5 SEND pupils, who had an EHCP, did not access the SAT papers due to not accessing KS2 curriculum and guardian choice.
- Of the remaining 4 SEND children:
- 3/4 children achieved ARE in Reading (1/4 achieved Greater Depth)
  - 3/4 children achieved ARE in Writing
  - 3/4 children achieved ARE in Maths
  - 3/4 children achieved ARE in Grammar (1/4 achieved Greater Depth)

### Phonics groups (KS1)

- 83% of KS1 children passed the phonics screening check in 2018/2019.
- Phonics is delivered through whole class phase teaching at the recommended level of Phase 5 on a daily basis. School have the approach of phonics is a priority and will be taught daily as a non-negotiable expectation of staff from LFS to Year 1. From this the teacher and TA work together to deliver the programme and offer support to key focus children within these sessions.
- Children who have not passed this test will re-sit the assessment during Year 2 in 2019/20. These children will access phonic sessions by the class teacher during Autumn 1 and a follow up intervention session from a TA at least 3 times per week from Autumn 2 2019 and so on.
- 1/2 children in Year 2 passed the re-sit of the phonics screening test in June 2019. The pupil who did not pass will continue with phonics intervention in Year 3.

### Lego Therapy

- This was an intervention designed for 8 children, who were split into 2 groups, to develop their social and communication skills. It supported children with ASD, those who find it difficult to understand and follows rules of a game and those who need to develop communication and interaction skills. The 8 children who took part in this group were able to apply these skills in the playground, in lessons and were interacting with more children appropriately with less adult encouragement or modelling.

### Fit To Learn

- Fit to Learn is an intervention designed to develop children's fine and gross motor skills. The children complete a mini-assessment to begin with that tests a range of these skills. They are scored 0-2. (0 they are unsuccessful/1 they could do the skill partially/2 they can confidently complete the skill with independence.)

- The children scored between 0-1 primarily on the gross motor skills through balance and coordination for example. By the end of their planned intervention over the term they were successfully scoring a 1-2 by the end of the unit. They are reassessed in all skills and this can sometimes identify other skills that need developing further. If children require further support then a new programme is created based on these needs.
- Children who access Fit to Learn are more confident in PE and develop a better sense of coordination skills.

### **Supporting Me to Learn Plan support**

- All SEND children with a Supporting Me to Learn Plan has reasonable and time effective SMART targets to work on. These targets are reviewed termly and shared with the child's parents and SENCO.
  - The progress is measured on the child's Supporting Me to Learn Plan, where new or amended targets are set. The majority of targets were met consistently during the year.
  - External agencies have been involved with the pupils moving towards a My support Plan or an ECHP setting clear advice and targets to support the pupil and family moving forward within their learning and addressing concerns.

### **Playtime/Lunchtime Support**

- 1 SEND child received 1:1 support at lunchtime using their top-up funding allocated to this for a physical need and were developing their life skills through mobility and independence.
- 2 ECHP (Nursery & LKS2) pupils do not receive funding for lunchtime/playtime support, however they are closely monitored by the Learning Mentor and Lunchtime Supervisors. The LKS2 pupil can access the outdoors safely and is playing with peers more consistently. The nursery child has complex needs and needs to be closely monitored for their safety and the safety of others. Lunchtime/playtime top-up funding was requested at their annual review.

