**Redfield Edge Primary School**

SEND IMPACT Report (2020-21)

***School information***

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| Number of pupils on roll | 203 |
| % of pupils with SEN | 11.3 |
| % of SEN pupils receiving SEN support | 9.3 |
| % of SEN pupils with an EHCP | 2 |

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| Key focus of the year | To develop and enhance the graduated approach; ensuring targeted support and accelerated progress for all SEND pupils.  To introduce the Recovery Curriculum, using its key principals to further enhance our school’s offer and ensure pupils are well supported through a transitional period. |
| Focus | IMPACT |
| Ensuring appropriate provision for all SEND pupils. | Clicker has been purchased for 10 school laptops, and this is being used with individual children with barriers to writing (eg dyslexia) to support them to record their learning. Pupil voice has indicated that pupils like using Clicker as it helps them with spelling and punctuation, and they like having their work printed so they can read it more easily. |
| Teachers and Teaching Assistants have all been trained on the Precision Teaching approach to intervention. This has been rolled out across the school as a primary method to address gaps in core skills such as spellings and number facts. Through more rigorous tracking, we are able to evidence impact from interventions and be confident that interventions are targeted appropriately for individual pupils. Observations of interventions has demonstrated that the sessions are snappy and engaging, and boost the children’s self-esteem, as they receive daily, immediate feedback and their progress (tracked daily on a graph) is visual. |
| A rigorous monitoring cycle has enabled teachers to have regular, detailed, bespoke feedback on the quality of their support plans. The SENCo has been able to quickly identify where additional support is required and put a programme of support in place. RAG ratings demonstrates a positive impact from support given. |
| SEN surgeries with the SENCo and an Occupational Therapist have enabled teachers to raise concerns and ask for support with individual pupils. As a result, strategies have been implemented in class, interventions have been targeted at specific pupil need and referrals have been made to specialist services. |
| During partial school closures, 100% of pupils with EHCPs attended school full time and 60% of pupils at SEND Support attended school part of full time. This ensured that we were able to maintain much off the additional provision that these pupils would usually receive (such as additional adult support in class and intervention sessions). For those pupils at home, parents were contacted and provided with a ‘School Closure Support Plan’, which contained targets that the child could work on at home, as well as a pack of bespoke resources. Some children at home accessed virtual interventions led by staff in school and external providers, such as a speech and language therapist. Regular phone calls between class teachers, Family Link Worker and/or the SENCo and parents were held, so that parents had access to additional support from home. External agency support was accessed for pupils both in school and at home, using virtual means. A number of parents accessed the Behaviour Support Team at this time. Annual reviews continued to be held using virtual means, between parents, school staff and external agencies. |
| Training | TA specialities have been developed this year. Staff have had specific training linked to the children they support, and have been deployed to work with children across age groups for afternoon intervention sessions. Specialisms include Speech and Language EYFS/KS1, Speech and Language KS2, social skills and emotions/mental health. We plan to develop this further next year. |
| Several staff members took part in online training during school closures, on topics such as precision teaching, autism, behaviour management, bereavement and the impact of Covid 19 on learners. The training was then utilised to develop and maintain the effectiveness of our recovery curriculum, and to plan effective interventions for pupils upon the return to school. |
| The Virtual school delivered training to staff on attachment needs within children. This was useful for staff when considering the impact of the pandemic on children, and in deepening their understanding of and planning for individual children in their classes.  Inclusion Support delivered virtual training to teachers on Quality First Teaching and effective differentiation. This training was interactive and ideas generated from staff have been implemented into our Differentiation Expectations Document. |
| Multi-agency approach | Virtual support from the Educational Psychology service, Inclusion Support Team and Behaviour Support Team has enabled assessment and reviews of pupils and their needs to continue during the pandemic. Referrals to Health Professionals such as Paediatricians and Occupational Therapists has supported diagnoses of need and effective strategies to be put in place. Regular intervention from Speech and Language specialists has led to continued progress for those pupils who require the service. |

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| **Leadership and Management** |
| Jenny Roberts (SENCO) sits on the senior leadership team and has met with the school SEN governor throughout the year.  Jenny undertook a range of virtual training this year, for example precision teaching, which has now been rolled out across the school with great success.  The SEND leadership and provision at Redfield Edge has been praised by specialist agencies that work with the school, as well as by a number of parents. We strive to continue to develop our provision and expertise with the aim of becoming well-known in the community as a school with excellent provision and outcomes for SEND pupils. |

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| **Development points for the coming year** |
| * Embed the differentiation expectation document so that there is consistency across all classes. * Develop links with special schools. * Continue to strive to close the gap for SEND pupils, ensuring any learning gaps are identified and addressed. * To continue to ensure that interventions are targeted and effective, and review the systems that support this. * To develop a sensory room that can enable sensory diets to be met for individual children. * Seek additional high-needs funding for identified pupils. |