

SEN Governors update

Spring 2021

The SEN team has been working hard since the start of the new academic Year (see previous SEN Governors report) supporting children, families and parents. This report will include data relating to SEN, initiatives introduced, general updates and concerns.

SEN Data

	<u>School %</u>	<u>National %</u>
Children with an EHCP	2.14	3.3
EHCP children with ASD	88	30
SEN support in school	19.5	12.1
SALT needs of SEN support children	30.5	24

Four areas of need and numbers of children			
Cognition and learning	35	Physical and sensory	3
Communication and Interaction	38	Social Emotional and Mental health	6

We also have 6 children that will need a request for an EHCP.

Autumn 1 (Sept/Oct)			
EYFS SEN parent meetings	8	EHCP requests	1
Observations EYFS	4	Annual Review prep	4
OT referrals	1	Annual Reviews	4
Children supported	39	Parent meetings	7
CPD Training	3	Agency meetings	3
External agencies in	7	Sen meetings	5
Staff meetings	1	Children observations	2
Autumn 2 (Nov/Dec)			
EP meetings	5	EHCP requests	1
Parent meetings	4	Annual Review	1
Parent meetings	4	Webinars	3
Staff meetings	1	SEN meetings	5
EP listening space for staff	8	Children observations	6
Staff supported	2	Children supported	40

Initiatives

The introduction of the EP's listening space for staff was a great success. This enabled staff to talk about concerns about children in their class with the EP and get feedback and support ideas. Following on from this we have arranged a listening space for parents to talk with the EP for help during the school closure. Within half an hour of the email sent out all spaces were booked, and an extra date was arranged and again fully booked.

Miss Roberts has started a new initiative of having a 'sensory hour' for EYFS and KS1, where sensory activities are set up in the SEN room and 1:1's and TA's can take child(ren) in for a small break. Again, this has been successful and rather than it being just an hour it is now for the whole afternoon.

We are creating a calming den within the music room that will be used for KS2 children, not just our ABA children, to go and regulate their emotions and as a safe space.

General updates

Our SEN policy and local offer have been updated and made more parent friendly. This term we are looking into changing our 'wordshark' package (support programme for dyslexic children) so it can be accessed more freely and independently on ipads and enable more children to use it. The school's provision map has been tweaked so that it focuses on the graduated approach of Assess, Plan, Do and Review (ADPR) and includes costing. I held a staff meeting to explain this to teachers.

Our approach to how we support children and families during school closure will be much stronger than in the last one. I am more aware of what we need to do, and I wish to continue to build on the strong relationships with our children and families. I will be looking at updating our SEN class page on the website and ensuring parents are aware of where to look for help and support. Miss Roberts will be seeing how and when she can carry on supporting the children she works with through teams and in school. We will be ensuring our EHCP children in school are receiving the provision as outline in their plans. As well as checking in on the children at home – currently 4, including 2 ABA children.

A recent SEN meeting discussed closure support and Oldfield are doing much more than other schools regarding their remote approach and the inclusion of our SEN children. One area of the DfE guidance stated that if a family decides to keep their child at home there is no obligation to provide therapies at home such as SALT or OT. However, we still need to be checking that they are engaging with their learning and peers. To meet this need I shall be creating a tracking system to include if they are completing their work and that it is directed to their needs. I also feel that our TA's could do some virtual support and especially those who are working as a 1:1 need to be checking in with the children they work with. This would however need to include teams training for them. I will be looking into holding a virtual coffee morning to touch base with our parents, and to allow them to catch up with one another. However, I am teaching remotely and with our key children. During this time Miss Roberts will be able to gather the paperwork and resources to prepare for the new EHCP requests as well as supporting our children.

Amanda McArdle

SENCo

14/01/2021

EP listening space feedback

I found the listening station to be a very useful and positive activity. It was good to be given some tips and advice from an expert, as well as some reassurance on whether the strategies I'm already trying are appropriate. Having the 1:1 call allowed me to share more practice and ask more direct questions than I imagine would have been possible during a staff meeting.

The listening space was extremely useful. It was helpful to have someone to run ideas past and I wasn't told the same old things that I am already doing as she had acknowledged what I already have in place. It was nice to hear that she agreed with some of the things I was doing. She gave me some useful tailored strategies that didn't need endless resources or adult time. I hope we can do it again.

What went well: The EP was very helpful, informative and she was very friendly and personable so she easily made you feel at ease and like you could ask her advice on any topic. She was supportive, offered practical advice and solutions and was encouraging of suggestions that could be put in place to help support a child with SEN. I thought it was an invaluable experience, especially as it has given me the confidence to try new things and strategies.

Was it helpful: Extremely helpful and I hope that it could be something that we could do again? It was great to have a sounding board for advice and to be able to bounce ideas off a professional who is an expert in these areas. It was one of the most beneficial staff initiatives I have been a part of.

What would make it better: That's a tricky one to answer as I got from it everything that I wanted to but a suggestion could perhaps be that if we were able to have another listening space that we could talk to her about how successful these interventions/adaptations etc were and on the basis of that develop new steps forward and how we could build on it.

Anything else: Perhaps we could share great ideas/good practice with other teachers if they were interested? Most importantly, thanks so much for organising it- what a genius idea!

I thought it was nice to have the time to talk through problems, even though of course I knew there wouldn't be a magic wand to fix things, it was good to air my worries/concerns. I thought the EP was very kind and made me feel more positive that I am trying everything I can with child X and it was good that you (SENCO) were there too to get a better picture of where the needs are.

It was helpful to go through all the strategies already in place for the child. Talking about building up independence in the child (e.g. do a "difficult" task with the child and then give them an achievable task to complete independently). **What would make it better:** More support and resources for very low ability children.

The session reminded me to think of things from the child's perspective and gave me ideas that could be used with the whole class. It also reassured me when she told me I was already putting good strategies into place.

From the EP: I really enjoyed working with yourself and the other teachers on Monday, they seem like a very caring, hardworking and inclusive staff team. I was very impressed by everything that staff were already doing to support the children in their class and the great ideas they came up with in our sessions together.