

GREENSIDE FILM FACTORY
SEND Impact Report
2018-19

Impact of Special Educational and Disability Needs (SEND) provision at Greenside.

Many students will need some kind of learning support during their journey through primary education. For the majority that support will be a combination of sessions individually or in a small group, it may be in the form of further explanation of a concept and reinforcement activities delivered by the class teacher and other adults supporting the student. For some students this kind of support may be over a relatively short period of time, measured at Greenside by Data Capture periods. In some cases this support may be for a particular subject area or concept within a subject; for example spelling patterns in English or telling the time in Maths.

For some students however, extra support may continue for a more extended time. They may also need help with organising their ideas, differentiated activities, encouragement to focus and confidence building to encourage independent learning. These students are supported in small groups by the class teacher and learning support assistants.

At Greenside student progress is monitored by continuous assessment by the teacher and support staff through marking their class work or through verbal feedback; in the early years and foundation stage a lot of this assessment is through videoing, recording or photographing their learning through play.

From Year 1 upwards half term Reading, Writing and Maths test enable teachers to monitor whether the students are meeting age related targets - ARE. ARE levels are defined as: Level 1 = below expected level, Level 2 = expected level and Level 3 = exceeding expected level. Through the data analysis teachers can identify the areas to be targeted for extra interventions and support needed to raise them to Level 2 the expected level and beyond.

Fortnightly Key Stage meetings are held in which current interventions are reviewed and the progress of students is discussed in order to continually adapt interventions and to assess student grouping accordingly. These areas and best practice is also discussed during the whole school staff meetings and CPD days in order to ensure that SEND students and practice are always at the forefront of our minds.

Provision for SEND 2018-2019:

For students who persistently remain at level 1, small group interventions are delivered, specifically grouped STEM sessions, additional phonics, fine motor skills activities, speech and language sessions, individual and group reading and comprehension sessions and maths intervention sessions both with staff and through our online platforms which can also be utilised beyond school. Personalised plans with targets and outcomes are used to measure the progress of these students. Most of these students make progress throughout the year and achieve ARE by the end of KS1 and KS2 These provisions are met in order with the Local authority SEND offer and the Greenside school SEND policy and SEND school offer.

End of key stage test results for SEND and Pupil premium students:

- Phonics - All Y1 students achieved expected levels in the Phonics Screening check except for two students who are not on the SEND register.

- KS1 tests - All but one SEND and one EAL student achieved ARE in the end of Key Stage 1 tests.
- KS2 test results - Only one of the seven SEND students in Y6 in the year 2018-19 did not achieve ARE. The other students all achieved ARE in at least one area of the tests.

For students who continue to 'struggle' to access the curriculum in spite of the regular and extensive interventions, further assessments may be needed and a request for an Educational Health Care Plan which will allow either short term or long term funding for one to one LSA support for an allocated amount of hours. In 2018-19, x1 new EHCP and x1 short term plans were approved. 100% of the Annual Reviews for existing EHCP students have been successful, and parents/ carers are happy with the progress/ provision available to the student.

These students have a variety of needs, not all related to learning; these include medical, social and communication and behavioural needs. One student with a physical disability has had access to the physiotherapist, occupational therapist, visual impairment team and S&L visiting the school regularly and his LSA delivering his personalised program daily.

Good progress can be measured in areas such as speech and language development - a result of allocation of in school allocated session with the school speech and language therapist (SALT). LSAs have attended the sessions with the student to develop their understanding and ability to deliver the program and outcomes with their students. The impact has been very successful - one student who struggled to vocalise and manage his emotions is now utilising a 'zones of regulations' board and verbalising his feels more regularly, positively impacting the number of issues he is involved in. This has in turn had an impact on his ability to work in small groups more positively. Another student with ASD has a much greater understanding of conversational skills and to articulate his emotions. This has been extended to his ability to articulate his understanding of situations and emotions in stories. A Y5 student has become much more engaged in the sessions and his confidence in class has seen his English skills improve and he is almost achieving ARE. This confidence is now evident in his maths skills in the same way. He is also now working much more independently as his ability to follow step by step instructions has improved. A Y4 student is now able to ask a selection of questions to better define the type of help she needs from her LSA.

Some of our EHCP students have found learning phonics and applying the rules to reading very difficult. With quality first teaching, the LSA support and interventions over the year they are all now reading even though some at a more basic level. Two students are reading at ARE, another 2 are borderline ARE. The success has given them confidence and raised their self esteem and we expect this progress to continue.

TBAP the behavioural support team have also worked with staff and students to develop strategies for managing behaviour with a student which has had some element of success. TBAP support includes the outreach worker coming into school and working with the class teacher and support staff to collaboratively devise a personalised behaviour plan for the student, clearly outlining the expected outcomes, the steps and strategies. The student is involved in the personal target setting. The program was reviewed half termly including parents/ carers and other outside agencies involved.

In 2018-2019 2 students in Y4 accessed the TBAP services. This involved weekly one to one sessions with a specialist teacher who then put together a programme for each student based on their own needs. These sessions were designed to help them work through a range of emotions, control anger and to develop self esteem. These then built up towards small group sessions where the students could select

friends to help them work on social skills. The impact of this has been that the students are more aware of how to manage their emotions in group situations and are more able to express how they are feeling.

We have utilised the skills of an HLTA who is a trained counsellor. She ran weekly sessions for students to support them with being able to articulate and reflect on their behaviour for learning, confidence, team work, dealing with failure etc. This has given the students an environment to discuss their feelings and reflect on the ways they can act positively to impact them. She has also worked with another EHCP student during lunchtimes. These sessions took place daily with a small group of his selected friends and involves reflection through play. This has had a very positive impact on his social skills reducing points of conflict during lunchtimes and supporting him in his ability to reflect honestly on his contributions to situations impacting his learning.

Her work has extended into the area of SEMH support - under the guidance of our Federation SENCo. Four students (from Nursery to Y5) accessed bereavement support from our Greenside and local offer that was effective.

In EYFS a Nursery student has accessed our Greenside provision with a specially devised 1-2-1 programme - he has now been awarded an EHC for next year.

Students in EYFS have successfully accessed academy, Local and LA specialised provision for speech and language, health care and other SEMHS services. These have all had a positive impact on learning and social developments - evidenced in end of year data.

Our student with medical needs in Reception has made strong progress and her care plan has been successfully implemented.

Ongoing CPD for our support staff took place throughout the year. All of our Support Staff attended a MAT CPD Day designed for TAs across our London Academies - offering workshops covering a range of skills from yoga to Lego Therapy.

All staff attended and participated in 4 different experiences and shared feedback with all staff.

This has extended the repertoire of skills they have to support students and get the best out of them.

During the year our SENCo and Deputy Head worked closely with the SENCos from our 2 Federation partner academies ensuring support for our staff and students and in accessing LA programmes and EHC plans.

We also provided a further 4 students with additional top up support throughout the year.

Robin Yeats - Head of School - July '19