



SEND Provision at Gateway Academy

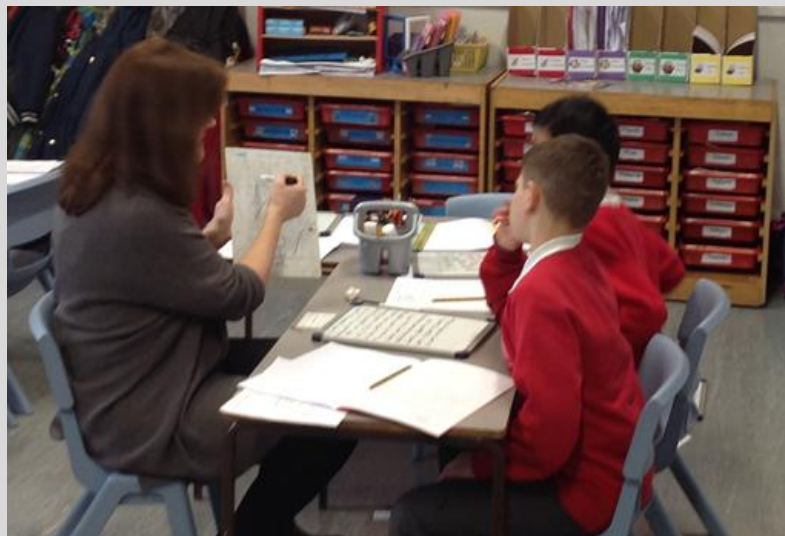
By Sophie Tillman



About Gateway Academy



- Three-form entry primary school in the Lisson Grove and Church street area of Westminster
- 94.1% EAL and 20.3% SEND
- The SEND team:
Deputy head and safeguarding lead - Naomi Bye
SENCo - Sophie Tillman
SEND support - Rosie Bayley





SEND provision



- Addressed as a whole school - all teachers are teachers of children with SEND
- All children are provided with 'Quality First Teaching' delivered through 'Partnership Teaching'
- 5 teachers for 3 classes in each year group, allowing for team teaching and small group work
- Support staff are LSAs for children with EHC plans
- Focus on highly effective learning environments to facilitate all children's learning





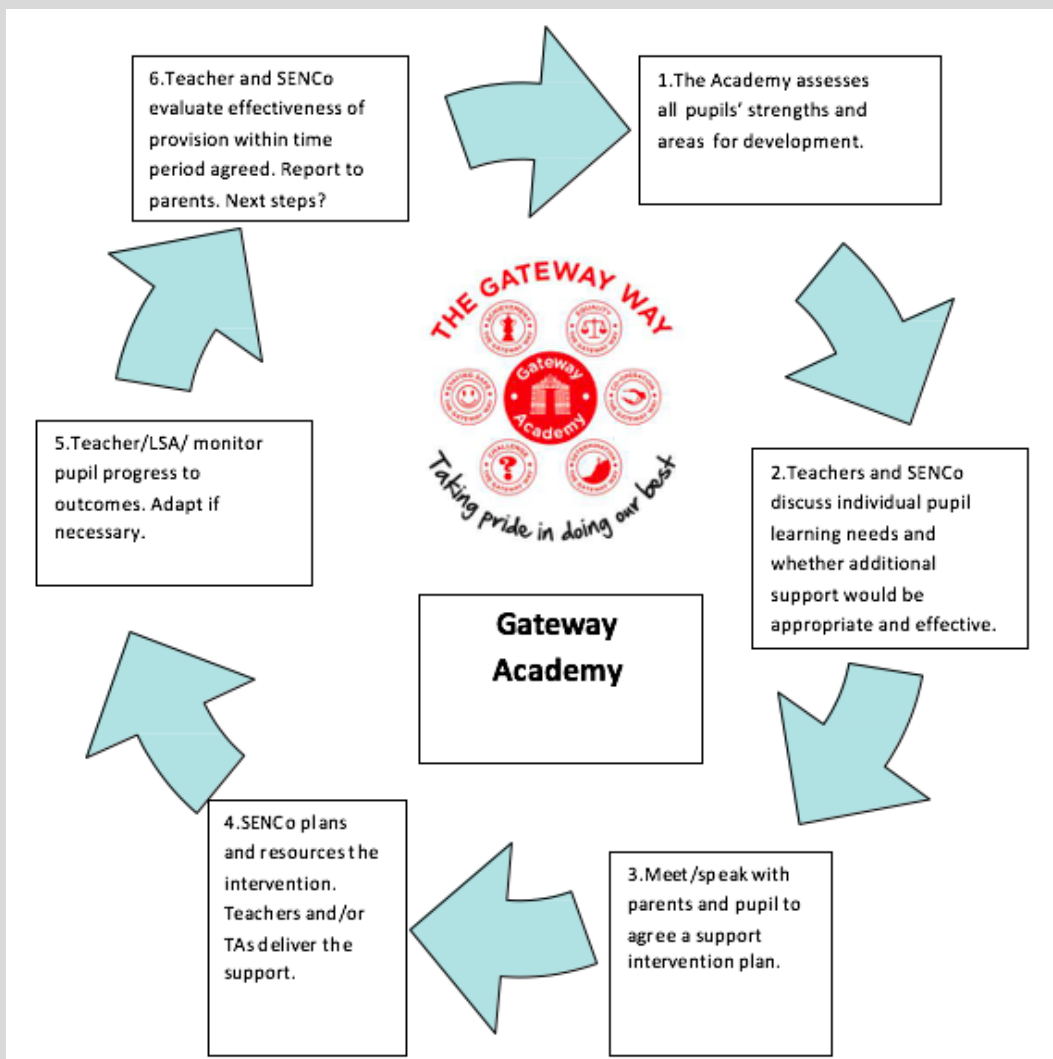
Identifying Special Educational Needs



- Early intervention is essential. Gather information from parents/carers, education, health and care services and early years settings
- High levels of EAL so important to look at all aspects of a pupil's performance in different areas of learning and development



A graduated response to SEND



1. Assess using:

- Teachers' assessment
- Progress and attainment data
- Comparisons with peers and national data
- Views and experience of parents and pupil
- Advice from external support services



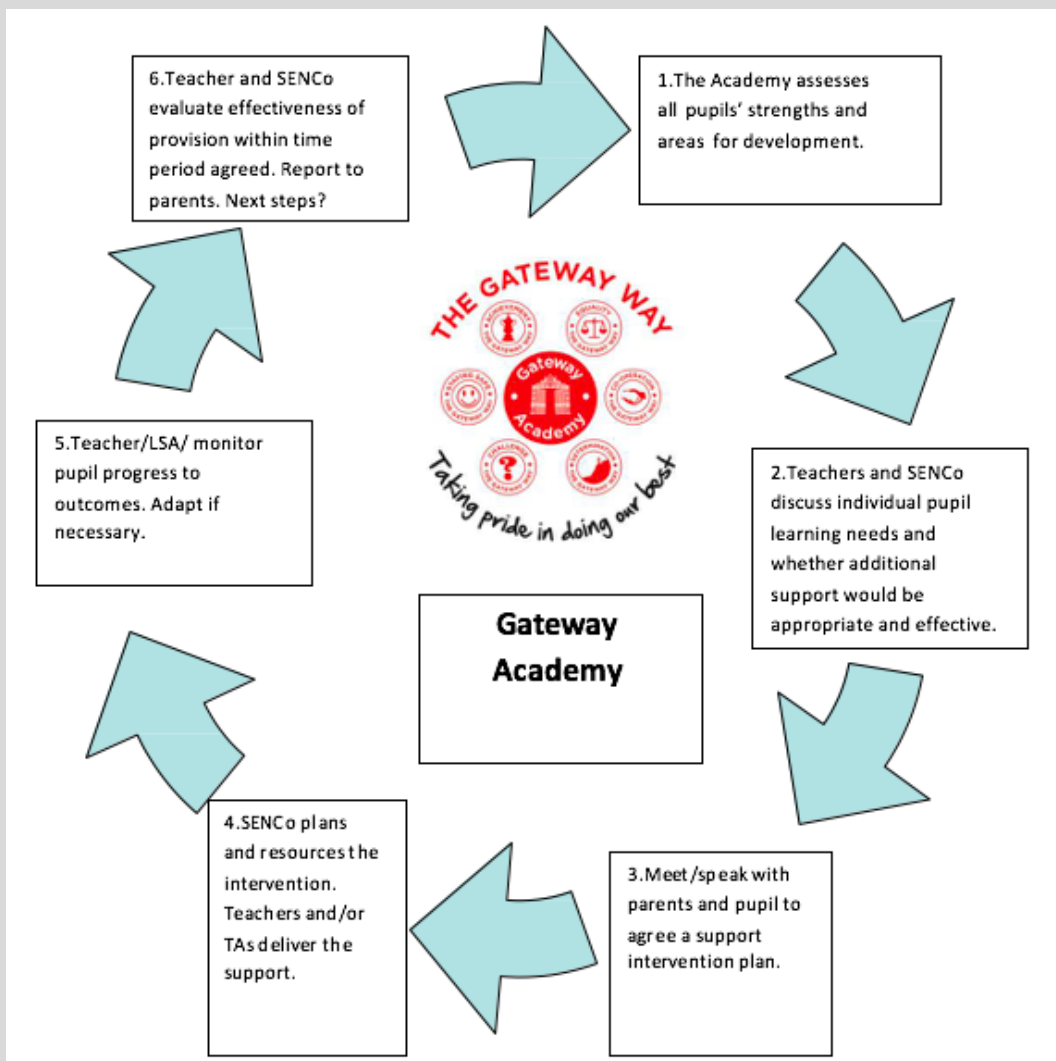
Assessment

- Pupil progress meetings with class teacher and SENCo in terms 1, 3 and 5 where concerns are highlighted and discussed
- For highest need pupils and children with EHC plans complete additional individual progress meeting with teacher to triangulate and moderate

		Year 2			Year 3			Year 4			Year 5			Year 6			Summary of discussions at SEN progress meetings Please enter the date before writing any comments. Press Alt+Enter to start a new line
		Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
ENGLISH	Listening	1Cb	A1-Ma	A1-Ab	2Cd	2cb	2Bd	2Bc									Dec 2012 - has recently been referred for SLN involvement and is now on the careload.
	Speaking	P8b	A1-Ed	A1-Ec	A1 - Ab	1bc	1Ba	1Ad									March 2014 - Language is developing but still a particular need. SLN involvement weekly. Speaking/writing developing. Reading - FOCUS (see POFASS)
	Reading	1Cc	A1-Ma	A1-Ma	A1 -1Ae	1ad	A2E	A2A									July 2014 - linking 4 key words, ask what questions, compare a simple sentence and represent in writing.
	Writing	1Cb	A1-Ad	A1-Ma	A1 - Aa	2cd	A1A	A1A									Dec 2014 - Needs to be able to use a more extensive range of vocabulary. March 2015 - Read and right HFW, applying phonic when writing. July 2015 - Use of connectives and elaborating an idea. June 2016 - far reading and writing completed assessments in class as these levels have been recorded. She has been marking and saying her sentences before she speaks and writes. Have been using an iPad for this and it has supported her writing development. December 2016 - Speaking: can use descriptive language and speak in grammatical form. Has made progress speaking in front of whole class. Target - thinking of clear sentences before she speaks. Give thinking time for this. Listening: can now demonstrate understanding of stories through role play. Target - ask relevant questions about what she hears from peers and teachers. Use active listening as a prompt for this.



A graduated response to SEND



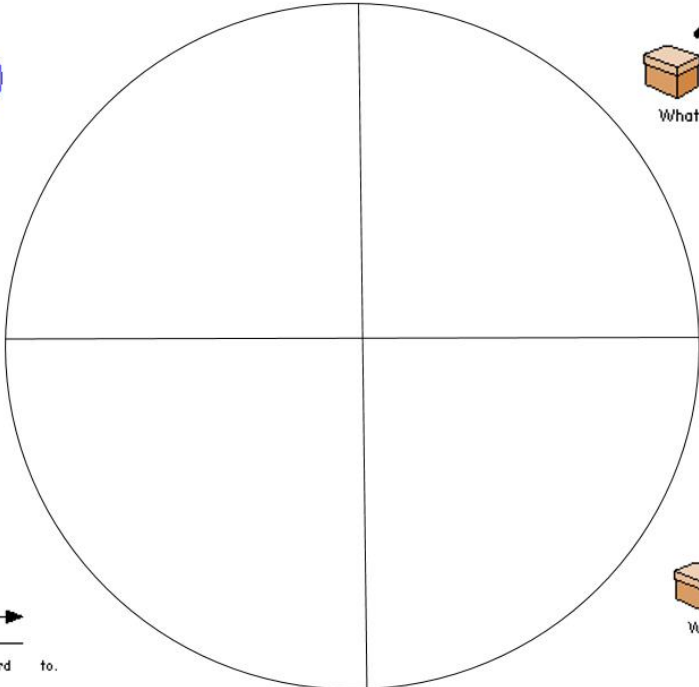
2. Plan:


- Consultation between the teacher, SENCo and parents to agree interventions and support required
- Parental involvement sought to reinforce or contribute to progress at home
- Set specific targets for the impact on progress, development and or behaviour
- Set clear date for review

Pupil voice


- Pupils invited to planning meetings and reviews and their preferred ways of learning taken into consideration
- Evaluate their progress against targets

Name: _____







What I like at home.



What I like in school.









What I am looking forward to.



What I find difficult.

Learner Support Profile



Name: _____	
Targets	
1)	   <u>Next steps</u>
2)	   <u>Next steps</u>



Parent and carer perspective



Parent Review Meeting	
Name _____ Date _____	
Assess	
Plan	
Do	
Review	

- Give parents/carers confidence to ensure they get what their child deserves
- Support parents/carers in understanding SEND procedures and practices
- Provide regular feedback on their child’s progress
- Run or suggest parent/carers workshops
- Coffee morning
- Parent survey

Date

Your child's name

Your name

Tell us what your child likes to do at home

Tell us about your child's behaviour at home

Parent Perspective Sheet

Tell us some of the things your child talks about to you at home

Tell us the things your child likes and does not like

Tell us about your child's general health

Tell us anything else you would like us to know

Achievement The Gateway Way



Individual learning profiles



Learner Support Profile









Name:		DOB:	
Current levels: Reading-	Writing -	Maths -	Reading Age -
Background:			
Strengths:	Outside Agencies:		
Barriers To Learning:	Interventions:		
Targets	Resources/Activities to support learning:	Review and date:	
1)			

- Reviewed and updated in term 1, 3 and 5
- Class teacher is responsible

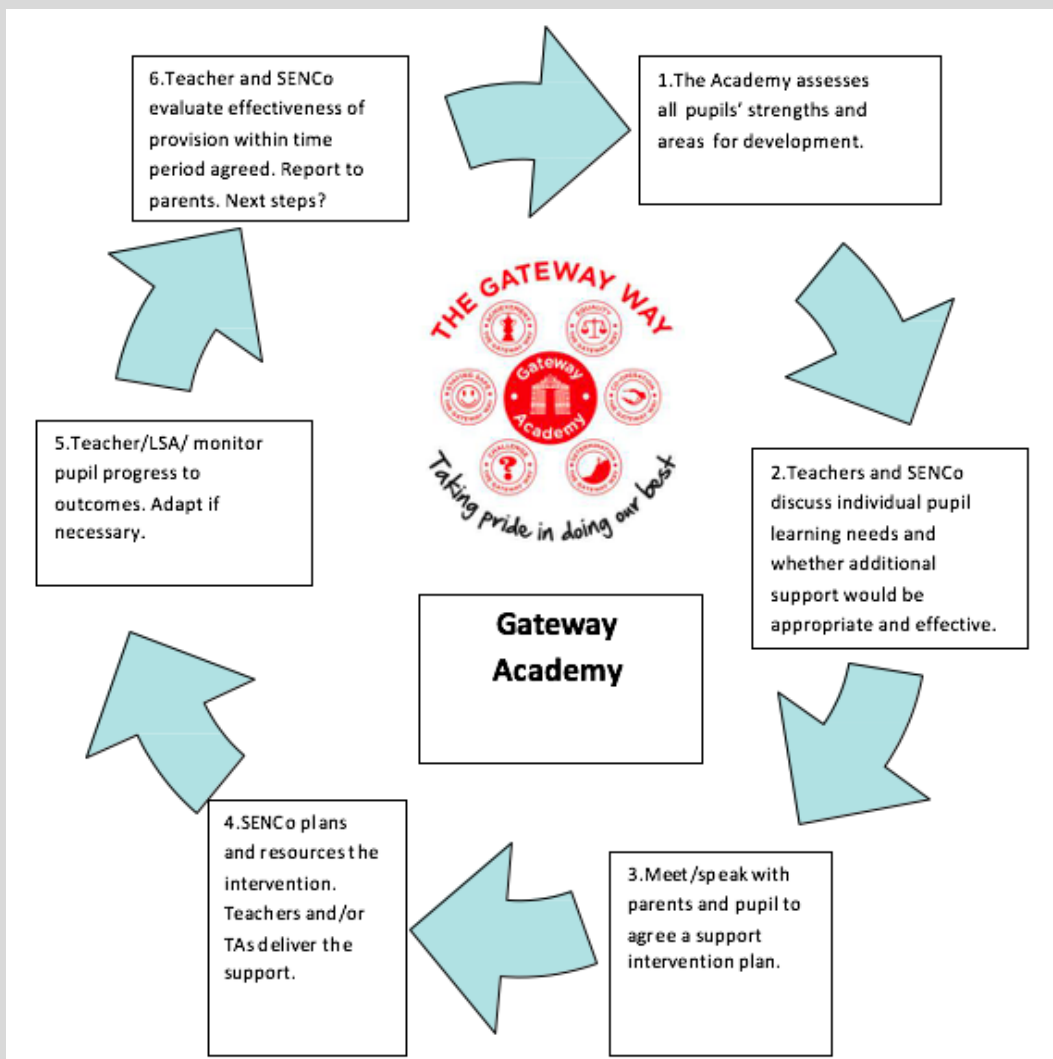
Learner Support Profile



Name:	
Targets	
1)	   <u>Next steps</u>
2)	   <u>Next steps</u>



A graduated response to SEND

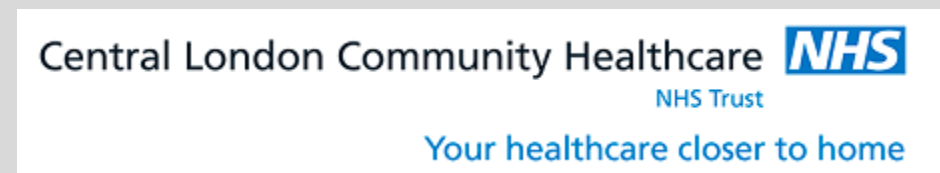


3. Do:

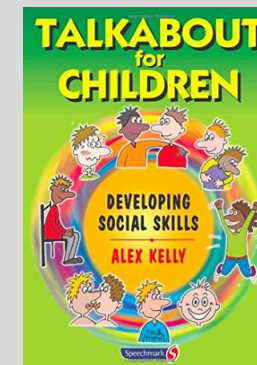
- The teachers retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher



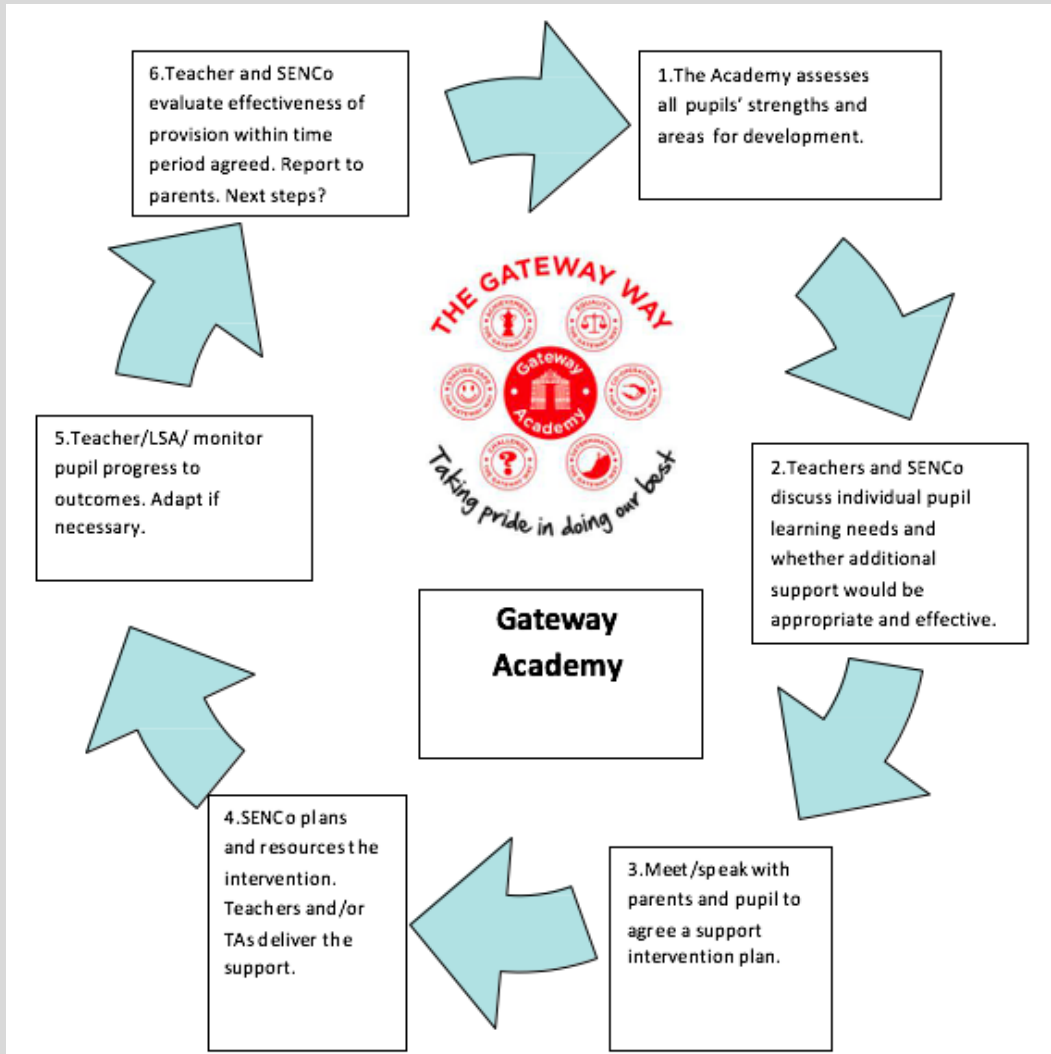
Out of class interventions



- Class teacher is responsible for ensuring learning is generalised and applied in the classroom or playground



A graduated response to SEND



4. Review:

- Child's progress and response to intervention assessed ensuring information is triangulated
- The impact of support is measured to ensure learning outcomes have been achieved and if not, what adaptations are necessary
- If a child on the SEND register has continued to make progress and improve his/her attainment, they are taken off the SEND register and closely monitored



Monitoring SEND provision

- Regular intervention monitoring
- SEND updates in term 1, 3 and 5
- Data analysis and pupil progress meetings

Monitoring Interventions

Intervention:

Date:

Time:

Progress:

Targeted children:

Teaching	Learning
<p>Things to consider:</p> <ul style="list-style-type: none">• What are the children doing that shows learning?• Language used• Do children continue when activity is challenging?• Ability to answer questions linked to teaching• Evidence of a range of abilities are engaging and moving forwards in their learning.• Everyone is engaged and contributing at their level.• Behaviour expectations reinforced• Quick pace• Punctual to start	<p>Things to consider:</p> <ul style="list-style-type: none">• Challenging misconceptions, using them as starting points.• Using assessment to find out what stage the children are at. Teaching moves pupils forward from this point.• Use of questions to check and extend pupils understanding.• Range of teaching styles• Effective use of resources



Monitoring SEND provision

- Weekly SEND team meeting
- Book looks and learning walks term 2, 4 and 6
- Advice from school improvement managers
- Monitor planning and differentiation
- Whole school target setting meetings and identification of vulnerable pupils

Area to monitor	Question prompts
Pupil reflection, independence and inclusion	Self-assessment? Children's comments in books?
	Is it clear which work is guided (TA or teacher) and which is independently completed? Is there opportunities for peer assessment and evaluation?
	Are individual targets given? Are targets clear in the book?
Progress	Is there evidence of progress since the beginning of the academic year? Does the learning move on if it is revisited?

Marking and feedback	Have children responded to comments? Have teachers checked responses? Is there a balance of square, triangle and circles? Do teachers and children follow up on misconceptions?
Differentiation and learning	Is there a variation of learning tasks to suit specific needs e.g. use of visuals, appropriate SC, language support? Does the activity match the need of the child?
	Level of challenge is appropriate. Can you see remedial actions and outcomes in books if work is too hard? If the learning intention has not been met - has the learning been broken into smaller steps? Do teachers and children follow up on



Monitoring SEND provision

- Regular review of self-evaluation audit and action plan
- Update with SEND governor

Statement	Where are we? (Mark as 'embedded', 'in progress' or 'not started')	Required actions	Next steps
7. The school has reviewed and updated its SEN information report in consultation with pupils, parents and other stakeholders, and this is easily accessible on the school website	Embedded All policies regarding SEND provision are accessible on the website. This was last updated September 2014 in line with developments in SEND.	Update this policy so that includes suggestions made in the SEND code of practice 2015. Consult parents and pupils. Inform them of changes to the policy.	This needs to be checked for any new staff changes in September 2016. – Completed Jan 2017
8. The local authority's 'local offer' for children with SEND is signposted on the school website	Embedded Yes this is sign posted on the school website with clear explanations and links for SEND provision at Gateway Academy and in Westminster.	Cross reference current information with January 2015 SEND code of practice.	This needs to be checked for any new staff changes in September 2016. – Completed Jan 2017

Statement	Where are we? (Mark as 'embedded', 'in progress' or 'not started')	Required actions	Next steps
26. The school has carried out a skills audit to ascertain the knowledge and skills of all staff, which can be used in continuing professional development (CPD) planning	In progress Sophie and Rosie have completed audit regarding SEND provision at Gateway Academy and also as role of the SENCO to ascertain what we are doing well and what we could improve. Areas for focus will be addressed within the coming terms.	Going to complete audit for teachers and support staff in HT6. This will then support training needed. SEN updates is a chance for SEND team to discuss CPD opportunities. SLT to monitor in observations.	ST to deliver training for NQTs and new staff for SEND at Gateway. This is planned for HT2 2016 - 2017



Multi-agency links



Multi-family group KS1 and KS2
1:1 sessions



Early intervention project Nursery, Reception and Year 1. Focused on learning environments, talk for learning and interactions.
KS2 whole class speech and language sessions.





Professional development

- In house training:
Yearly staff meeting update on SEND provision and NQT/new staff induction training about SEND provision at Gateway
Training from specialists e.g. Makaton, Lego club, Colourful semantics, systemic training
- Send teachers and LSAs on external courses e.g. Understanding Autism, Language for Thinking





Any questions?

