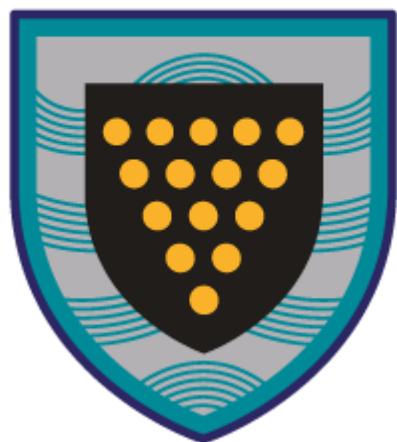


Monitoring Report

SEND

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TREGOLLS
SCHOOL



AN ACADEMY

LEARNING IMPORVEMNT PLAN PRIORTIES

Objective 1

Leadership at all levels ensures the curriculum demonstrates a coherent progression of skills, knowledge and understanding through the school in all subjects; subject leaders ensure this through continued professional development and robust monitoring of their subjects.

Objective 2

Mathematics - *To ensure challenge and mastery are embedded throughout the school, thus pupils reach ARE by end of KS2 and make good progress throughout the phases, reducing the gap between school and national and increasing the percentage of pupils achieving greater depth in mathematics.*

Objective 3

Reading - *To embed a structured approach to reading through robust assessment and tracking, therefore improving challenge, progress and attainment throughout the phases.*

Objective 4

Writing - *To accelerate rates of progress in writing across the school so that pupils reach or exceed ARE by the end of KS2. Specific focus on disadvantaged and most able in GPS*

Objective 5

Science - *To accelerate rates of progress in science across the school so that pupils reach or exceed ARE by the end of KS1 and KS2.*

Objective 6

Leaders (including governors) ensure the finance and compliance aspects of the school are managed and led effectively and efficiently through robust systems, process, procedure and accountability.

Monitoring activities Autumn 1	Link with LIP and subject Action Plan	Areas of Strength	Areas for Development	Actions for Autumn 2
<p>Whole school learning walks and supporting pupils return to school.</p>	<p>Transition planning for SEN pupils. Pupil profiles for SEN pupils (1 page profiles)</p> <p>Transition booklets and video tours supported return to school.</p> <p>Informal learning walks and discussion with pupils.</p> <p>All outstanding Spring term SEN support meetings held remotely over Summer term 2020. Summer term support meetings were not possible.</p>	<ul style="list-style-type: none"> • Parent comments/ references from SEN support reviews highlight the positive start made by pupils. • All SEN pupils including SEN support and EHCP pupils have returned to school post first covid lockdown. • Record of need up to date including pupils who has moved from alert. • All pupils requiring small steps assessment included on b squared and teachers to update in line with assessment cycle. • ARB expertise utilised for pupil in year 2. 	<ul style="list-style-type: none"> • Further pupils identified by staff moving from alert to SEN support. • Pupils entering school in reception who require additional support above universal provision, but were not identified by previous setting. • Consideration of whether b squared is needed for monitoring other pupils across the school following Autumn 2 data drop. 	<p>Outstanding SEN support meetings for pupils now on record of need.</p> <p>Further support to be sought and actioned to support new EYFS intake.</p>
<p>ARB TA performance management. ARB set up and ARB re-opening.</p>	<p>TA performance management and ARB teacher performance management to be completed by November 6th.</p> <p>Risk assessments for ARB pupils to be continued (followed on from Summer term covid risk assessments in the event aspects of EHCP's cannot be fulfilled in the event of bubble closure).</p> <p>ARB observation 21st October and feedback given to all staff 22nd October 2020).</p>	<p>ARB performance management highlights strong skill set amongst ARB which can be disseminated where appropriate with main school.</p> <p>Very strong positive feedback from LA monitoring visit via teams 14th October 2020.</p>	<ul style="list-style-type: none"> • ARB to be included on whole school SEF. • Risk assessments to be updated half termly and parents included to ensure they are aware of procedure in the event of the bubble closing as a last resort. Where possible ARB bubble will remain open due to the statutory duties of the EHCP's in place. • Positive handling training and agreed protocols to be explicit in all documents to parents and 	<p>SEF meeting to include ARB on main school SEF (date to be confirmed with LJ/CD and EB).</p> <p>Updates on risk assessments to be completed 5th November with EB and then followed up with meetings/ calls/ letters to parents.</p>

			shared at review meetings.	
<p>EYFS learning walks and support with settling new pupils.</p>	<p>Transition meetings held for vulnerable and/ or new starters known under EYFS SENCO.</p> <p>Meetings held with key professional for pupil with an EHCP in EYFS class (8th September and 22nd October).</p> <p>Transition clinic scheduled for EYFS staff to support new starters (October 8th 2020).</p> <p>Contact with EYFS SENCO and County PSD advisor regarding specific pupils not known to Tregolls. EP informal discussion 22nd October regarding next steps for these pupils.</p>	<p>New starters who received enhanced transition have settled well into reception class (3 pupil from an outside nursery and 1 pupil from Tregolls nursery).</p> <p>All EYFS pupils requiring SEN support identified.</p> <p>EYFS nursery teacher to attend SENCO awareness training to support early identification.</p> <p>Speech and language needs identified and visits from therapist organised for current caseload (16th October). New referrals in motion.</p> <p>Early years SENCO to undertake case study work at Tregolls as part of SEND accreditation- Tregolls as sponsor school.</p>	<ul style="list-style-type: none"> • Further learning walks required and scheduled- with EYFS lead. • Identify and look at staffing and deployment of Tas across EYFS. • Early years advisory SENCO to provide further support for new starters not known to Tregolls 	<p>November 10th pm learning walk with JF and discussion with RH.</p> <p>Teams meeting 16th November 2020 with JL, RH, JF and CD).</p>

Governor meeting – 19th October 2020

Highlights of discussions: Please see governor report below.

- (59) pupils are on RON - Above National Av (14.6%)
- (43) pupils are SEN Support; National Average 11.6%
- (15) pupils have an EHCP; 10 in ARB, & 5 in mainstream - Above Nat Av (3.1%)
 - ARB EHCP cohorts- 1xY6; 2xY5; 1xY4, 1x yr2, 2xY1; 3xYR
 - Mainstream – 2xY5; 1xY4 2x Yr2
- excluding Nursery (43) pupils are On Alert
- 44% pupils on the Record of Need are disadvantaged: Nat Av 27.2%

- All of the pupils with an EHCP and SEN support have returned to school in September. Some of these pupils have returned through a phased approach. One pupil with an EHCP who has started in reception is not yet up to full time hours and further support is being sought by external agencies.
- Additional children have been added to the record of need, some moving from alert and other pupils who have arrived from other settings, who require additional support. Two pupils who have started in reception have significant emotional, social, and mental health needs and are presenting with challenging behaviours. These children were not highlighted to school as needing anything other than universal support.
- There are four pupils on reduced timetables. Two pupils who are at risk of exclusion (one of these has now received permanent exclusion). One pupil in reception who has just been placed on the record of need is currently attending up until 1pm. One pupil in reception with an EHCP is attending until 1pm with the aim to extend as he settles and adjusts to school.
- The ARB refurbishment is fantastic and the pupils have all settled back into school well. A monitoring visit of the ARB by the local authority will be taking place on Wednesday 14th October.
- Assessment for children working significantly below expected levels has changed from P-Levels to Engagement Steps followed by Primary Steps. I am working with teachers currently to support base line assessment for specific children across the school. This year is an interim phase for transitioning to engagement steps for pupils not following a subject specific curriculum (within the ARB) and engagement steps will be mandatory from September 2021.
- Targets for children with EHCPs are based on the four areas of need, namely Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical/Sensory needs. This system contributes more usefully into their Annual Reviews. I will be beginning applications for two EHCPs for pupils in year 2 after half term.
- There are a cluster of eight annual reviews for pupils after half term, seven of these for pupils in the ARB. Four of these reviews are interim reviews for pupils in reception. A further emergency interim review is needed for a pupil in year 2 with an EHCP to discuss his allocation and look at next steps due to the needs he is presenting in school.
- There have been advantages to holding remote based annual reviews as a number of professionals have been able to access these meetings and attend. Families can access meetings via phone/tablet/ laptop at home or can now access the meeting in school wearing a mask and socially distancing.
- The educational psychologist is scheduled to see five pupils this term (he has already seen three pupils on 13th October). I anticipate that further visits will be required and it is likely we will need to increase our allocation to support the needs of pupils in school.
- Autumn term SEN meetings are underway. The majority of these meetings are scheduled before half term to meet with families and set new pupil targets alongside class teacher. I have brought forward these meetings, which normally would be held in the second half of each term due to the large gap where many pupils have not attended school due to covid.
- Rebecca Trevena remains our County SEN Area Caseworker.
- Training has taken place in manual handling for ARB staff and key teaching assistants working in main school.
- Makaton training has occurred for the EYFS staff and further training is planned, liaising with the expertise of one member of staff within the ARB.
- Paediatric first aid training is planned for four members of staff to ensure we have sufficient trained staff, particularly within bubble groups.

- Tregolls is sponsoring a very experienced SENCO from the local authority to complete her SENCO qualification. This will be a fantastic opportunity to receive additional support/ advice in EYFS in exchange for her completing her case studies.
- EYFS staff have received support from a transition clinic from the Early years team. Further clinic time is scheduled to help support the additional needs of pupils who have started school.
- Nursery SEN documentation is now being centralised with the main school SEN documents. The nursery teacher will be attending some EYFS training in SEN to support early identification and signposting to avenues for support.
- Although there are a number of support staff across the main school, a large number of these members of staff need to be allocated to specific children who have EHCP's (5 EHCP's currently in main school). This does mean that pupils receiving SEN support or who are on alert have to share teaching assistant time and ideally EHCP allocation would benefit from being additional to class-based TA support.
- All children currently on the record of need are working below age related expectations in terms of attainment and progress.
- Base line data has been analysed to target specific children and to look at how assessment can be used to support target setting and inform planning for children working significantly below age related expectations.