

### Key Strengths for Year 2019-209

- Improved staff awareness of school pathways identifying children with SEND.
- Monitoring of individual provision maps has enabled improved tracking and monitoring of each child's school journey and improved outcomes.
- Staff training provided to further develop quality first teaching, so as to improve quality first provision and improve access to learning within the classroom.
- Class teachers continue to ensure children have fair access to SEND provision, making reasonable adjustments as expected in the SEND CoP such as providing targeted support within quality first teaching element.
- Observations of support staff linking to tracking of identified pupil's progress through annual Performance Management cycle.
- Observations used to identify best practice within school to support development of whole school training.
- Training of two TIS practitioners so as to provide support to children identified with SEMH needs.
- Access to external advice, providing guidance of best practice and ways forward.
- Dedicated SEND meetings, identifying progress of children with SEND following pupil progress meetings; ensuring desired outcomes are achieved.
- Providing timely and appropriate support for pupils through the application of early identification and the graduated response (Assess, Plan, Do Review – Provision Maps)
- Use of TIS profiles to identify specific barriers for SEMH & measure impact. Well-being measures and progress is captured and used to plan activities.

### SEND 'In a Nutshell'

Total number of pupils on roll is 222. Currently, 68 of these pupils are identified as SEND (SEN Support / EHCP). We currently have 10 children at St Stephens who have an Educational Health Care Plan in place.  
\*Information correct at time of writing.



### St Stephens Community Academy



### Key Priorities for Year 19-2020

- To audit school interventions across the school, identifying strengths and weaknesses of intervention delivery
- To continue to improve the effectiveness of interventions so as to diminish the difference between pupils with SEND and non-SEND children.
- To improve partnership between school and parents of children with SEND.
- To develop / improve SEND systems and pathways to meet children's needs who are/possibly identified as SEND, e.g. school intervention tracker for evidence trail.
- Adapt school systems and pathways to reflect changes in external provision.

### Identification of SEND: SEN Support / EHCP

(caution - some pupils meet more than one category)

Identification of Need: (Data Summer 2020 Record of Need)	Number	Percentage
Cognition & Learning needs (Dyslexia)	61 (21)	27% (9%)
Social, Emotional, Mental Health Needs	12	5%
Communication & Interaction needs	22	10%
Sensory & Physical needs	18	8%

### Areas for Development

- Improve links with academy schools / SENDCO's to support best practice SEND provision and to develop the Local Offer.
- Adapt resources / staffing deployment. Make required efficiencies to meet challenges of reduced school budget.
- Provide training to parents to support understanding of SEND identification and to meet needs of pupils who require SEND support.
- Identify and develop academy training or access training through cluster school support to develop and update practice of teachers and support staff.
- Liaise with external agencies to improve pathways / reduce paperwork for appropriate access to meet needs of SEND children.

### Monitoring in the school

- Each teacher and member of support staff team is monitored through the school performance management cycle. This involves termly lesson observations, book scrutines and pupil conferencing which always includes children on the SEND register.
- SLT / SENDCo complete learning walks, book scrutinies, planning checks, & monitor interventions for children with SEND. Pupil progress meetings ensure staff regularly monitor impact and quickly identify children not achieving desired outcomes.
- Teachers / SENDCo identify children requiring SEND support and plan for them accordingly through appropriate differentiation to meet needs of identified pupil or creating a bespoke individual plan if more specialised support is required.
- Parent questionnaire to determine satisfaction for SEND support.
- Involvement / monitoring from the SEND governor.