

SEND at South Hunsley

**SOUTH
HUNSLEY**
inspire • aspire

LEARNING

Learning
not only for
purpose but for
its own sake

POTENTIAL

Limitless
potential of
people, always
striving for
distinction
and high
achievement

COMMUNITY

Strong
community,
taking collective
responsibility for
ourselves and
others

The team and our roles:

SENDCo - Jodie Sweeney (Jodie.sweeney:@southhunsley.org.uk)

SEND Manager - Katherine Jones (Katherine.jones@southhunsley.org.uk)

SEND Support – Nicola Cheetham (Nicola.cheetham@southhunsley.org.uk)

The wider support team

25 Teaching Assistants

2 x Emotional Literacy Support Assistants

2 x Pastoral Support Assistants

Education Welfare Officer

Pastoral Support: 6 x Head of House

Careers advice and guidance officer

Our hopes for the Coffee Sessions



What do we hope
to achieve?

Identification of need in school

Routine transition data collection and liaising with Primary schools

In year transfers – Information requests from previous school, parents & agencies if involved

Baseline data, SAT data, diagnostic reports and additional testing

Referral by a member of staff/parent

The SEN Register

Student is identified as having a need



Student is in receipt of support additional to and different from that provided by QFT



Student is placed on the SEN register (k)



Progress of the student is reviewed after intervention



Student is identified as requiring continued intervention or having made progress and no longer in need of intervention



Student no longer in receipt of additional to & different from is removed from the register (AN)

Support we can provide – Internal & External

Internal Support

- Quality First Teaching (QFT)
- Student Support Plans
- In class support
- Guided reading
- IDL
- IT resources
- Support at social times
- Social skills/Friendship Groups
- Personal care
- Physiotherapy
- ELSA
- Exam Concessions
- Education Welfare Officer support
- Behaviour mentoring
- Key workers

External Support

- Education Inclusions Service (EP/IP)
- Speech and Language Therapy (SaLT)
- Sensory and Physical Teaching Service (SaPTS)
- MIND
- SMASH
- CAMHS
- YFSS
- Social Services
- Physiotherapy/Occupational Therapy
- NHS
- Education Welfare Service
- Label of Love

Sharing of information in school

Codes:

- E: Education, Health and Care Plan
- K: SEN Support (receiving additional to and different from)
- AN: Additional Need staff need to be aware of

These are all on SIMS, the columns are pinned for all classes (quicknote and SEND Status).

SEND Information

House	Reg	S/B	SEN	Quick Note
Indus	705		N	
Vela	703		N	•
Vela	703		N	
Vela	703		N	
Draco	702		N	
Orion	704			
Indus	705		N	
Pegasus	706		N	
Vela	703		K	•
Orion	704		N	
Draco	702			•
Orion	704		K	•
Vela	703			
Draco	702	S		•
Orion	704		N	
Orion	704		N	
Draco	702	S	N	•
Draco	702	S	N	
Indus	705		N	
Hercules	701		N	
Indus	705		N	•
Vela	703	S	N	•
Draco	702		N	
Hercules	701		N	
Draco	702		AN	•

This is an example of the register and information Teachers see every lesson.

SEND Information

- All Student Support Plans (SSPs) and diagnostic reports are on our internal W drive
- Data for all students is on the marksheet and there has been training for staff on baseline data and how this can inform planning and QFT
- Teachers use this information to create class profiles

This PC > Staff Share (W:) > Whole School SEND

Name	Date modified	Type	Size
EHCP	09/09/2022 14:55	File folder	
Y7 SEND Information	24/03/2023 10:52	File folder	
Y8 SEND Information	24/03/2023 14:52	File folder	
Y9 SEND Information	22/03/2023 15:36	File folder	
Y10 SEND information	24/03/2023 10:12	File folder	
Y11 SEND Information	14/03/2023 10:07	File folder	
Y12 SEND Information	16/01/2023 12:51	File folder	
Y13 SEND information	20/03/2023 13:54	File folder	
SEN Register Feb 2023	20/02/2023 10:33	Microsoft Excel W...	44 KB
SEND Codes information	24/08/2022 12:47	Microsoft Word D...	12 KB
SEND Training day PPT 2022	05/09/2022 14:03	Microsoft PowerP...	1,217 KB
YR10-Y13 concessions 2022-23	21/03/2023 15:24	Microsoft Excel W...	86 KB

Class Profiles

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

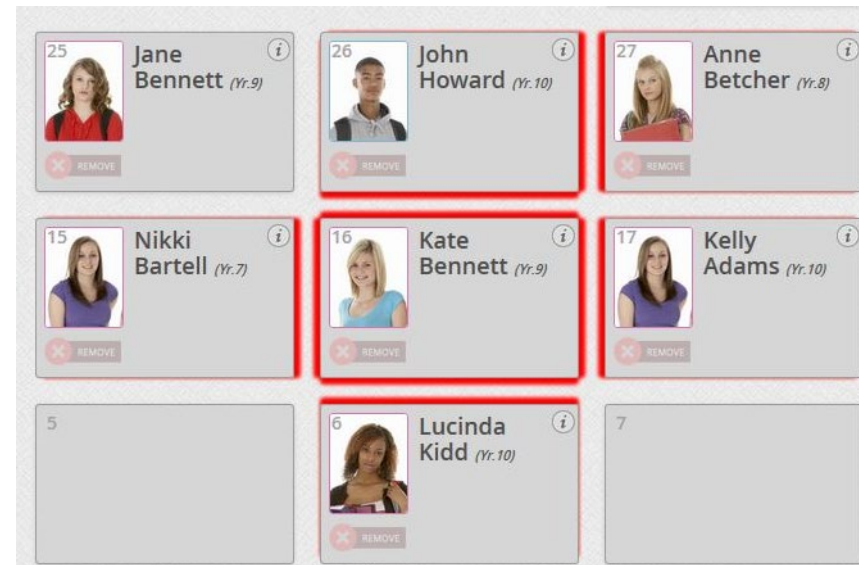
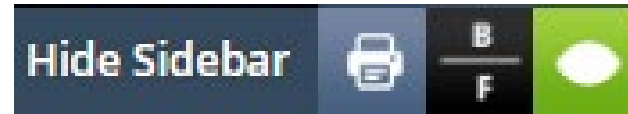
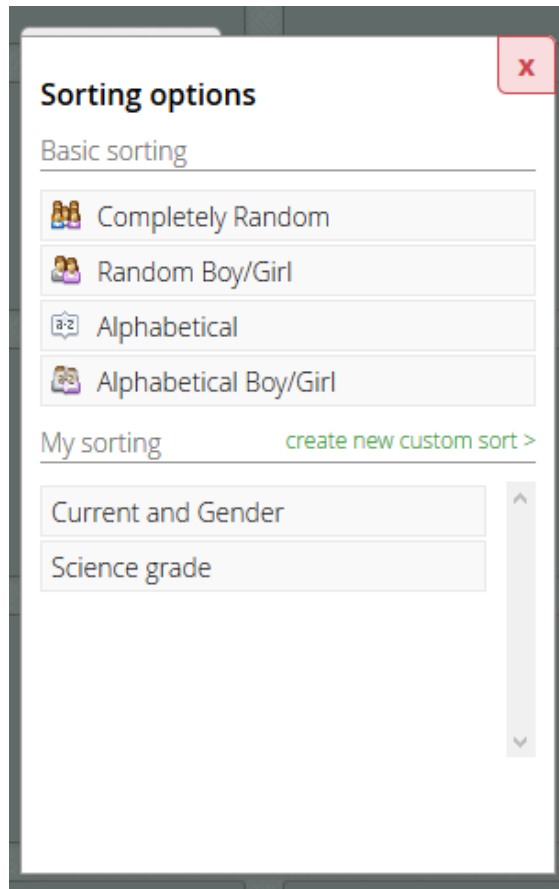
SEND Code of Practice 6.36

Class Profiles

- Launched in September 2022
- We use Mintclass (a system we already use for seating plans). The SEND codes and data pull through from SIMS
- The idea of the profiles is to allow all staff to have a summary of their class with the key information once they have read the relevant documentation
- It also helps for cover lessons to ensure continuity of support and ensures that students are getting the right support in all lessons to effectively meet their needs

Class Profiles

Mintclass



KS3



KS4+5



Class Profiles

Student Profile



Chris Harvey
90

STUDENT OVERVIEW



OVERVIEW

GRADES

TIMETABLE

SEATING POSITIONS

STRATEGIES

TODAY'S LESSONS

0	1	2	3	4	5
	History E27	English 112	Geography E9	Resistant Materials R65	Science R57

SCHOOL NOTES

YOUR NOTES

GENERAL NOTES

*You can only have one general note.
If you resubmit, your previous note will be overwritten.*

Real improvement this term, really on track. |

SUBJECTS

English
Geography
History
ICT
German
Mathematics
Music
Pse
RE
Science
Resistant Materials
Latin
Textiles
Theatre Arts

UPDATE

Baseline data

- On entry students complete Cognitive Ability Tests (CATs) which have four standardised scores:
 1. **Verbal** (ability with language)
 2. **Quantitative** (ability with number)
 3. **Non-Verbal** (underlying ability)
 4. **Spatial** (ability to recognise patterns & manipulate shapes in space)
- Reading and Spelling is also tested on entry and gives standardised scores.
- The average range for all of these scores is **85 – 115**.
- This data is used when planning and seating students to ensure they are able to effectively access the curriculum content in lessons.
- Some students could have some low data scores, but this does not necessarily mean they have a Special Educational Need.

Training in school and the Universal Offer

All training is evidence informed and includes:

- Whole Staff training
- Training days
- TA training
- Teacher Development Meetings
- Subject Leader Meetings
- Senior Leadership Meetings
- SEND briefings (every three weeks)

“The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk

The 'golden threads'

Priorities for 2022 -23:

- ❑ **Sequencing and Retrieval:** learning and remembering the curriculum
- ❑ **Literacy and SEND strategies:** accessing the curriculum

Some of our previous training

- ☐ SEND codes/information
- ☐ Supporting students with ASC (Rob Page, inclusion Practitioner)
- ☐ Supporting reading and spelling
- ☐ Supporting students with dyslexia
- ☐ Anxiety and mental health in students
- ☐ Supporting all students to access the curriculum
- ☐ Mental Health First aid (selected staff)
- ☐ Comic strip conversations to support students with ASC
- ☐ Educational Psychology Service: supporting students with presenting SEMH/anxiety

Training in school

So far this year staff have had training on the following:

- ☐ Class profiles, SEND codes/information
- ☐ Data and how this can inform planning
- ☐ Making the best use of Teaching Assistants
- ☐ Supporting literacy
- ☐ Supporting students with dyslexia (dyslexia sparks)
- ☐ Developing and embedding a range of effective classroom interventions
- ☐ Supporting all students to access the curriculum (scaffolding)
- ☐ EEF SEND misconceptions
- ☐ EEF 5 a day and supporting students with SEND in the mainstream

Quality Assurance in school

- SEND is a part of the whole school QA calendar
- Floodlight 4: SEND
- Zoning/Learning Walks
- Book Looks
- Student Voice
- Recent SEND review (December 2022)

“exceptional learning environments were established, aiding all students to access content.”

“Questioning was used effectively, targeting students with SEND initially and using further questioning to deepen responses. Modelling was used to support explanations - either from the teacher or using other students to demonstrate. The use of whiteboards during starter activities as formative assessment, particularly focussed on students with SEND was also used effectively.”

“Effective teacher circulation during either desk-based or practical tasks, whereby teachers checked in with students with SEND first and kept revisiting their groups to provide any extra support needed”

“Tasks in lessons were broken down into small chunks and scaffolded up to the main task to allow all to access.”

“This included checking for understanding and encouraging students with SEND to answer questions.”

“Students with SEND were able to access the curriculum as effectively as their peers.”

“Teacher regularly checking for understanding and ensuring all students were able to access the work.”

“Teachers were seen to check in and talk to the students to ensure they understood the task they were completing.”

“TAs worked well with students with SEND and students said they felt well supported within lessons. Communication between TAs and teachers was good, and effective working relationships seen.”

“Seating plans for the majority of lessons seen showed that staff were aware of the needs of the students in their classroom. This included sitting students with SEND near the front, near positive role models and also seats to allow easy access for the TA/teacher to check in”

“TA supporting students with spellings/terminology/dyslexic students sat at front/EHCP students sat at front and being supported by teacher and TA. Modelling used to support”

“TAs are being used effectively and working closely with students with AN and also circulating the classrooms.”

“In most cases the relationship between class teachers and TA were very positive. A strong working relationship has been created. This relationship supports not only the progress of students with SEND but also the class overall.

TAs know clearly the needs of students they are supporting. Communication regarding the lesson plan itself is excellent.”

“Books marked with SPG (throughout all books). TA working well to offer verbal and written support - especially in terms of terminology.”

“In one class during assessment feedback - identifying commonly misspelt words. This was supported by the TA who had created lists of tricky words for students in the back of the book - strategies to help spellings like writing it out x3 and evidenced in students books. TA had role of giving rewards in the classroom”

“Where present, effective use of TAs observed; TA circulating to check all students understood the retrieval practice starter, then later supporting students with SEN needs.

Future Plans

Ongoing coffee sessions including professionals and increasing parent/carers voice

Ongoing training for all staff and QA process embedded within school

Sharing of internal processes and information with parents/carers through the school website

Updated referral form for use within school for staff to raise concerns

Any questions?

SEND Coffee Morning/Afternoon feedback

