

High Quality Teaching

What does classroom provision look like for pupils with SEND?

- Pupils can access learning at an appropriate level
- Resources available to support learning e.g. visual prompts, learning environment
- Pupils expected to learn independently as well as with support from teacher and LSAs
- Resources adapted to support need e.g. visual resources, pre-teaching vocabulary, scaffolding and modelling
- Effective AfL - informing next steps to planning
- Positive adult-pupil relationships fostering high expectations
- Reward systems to support learning

Leadership

What steps do leaders take to improve SEND?

- Monitoring cycle to ensure effective provision and feedback
- Clear oversight of SEND provision
- Development priorities identified -with timely actions - these sit alongside School Development Plan

Continual Professional Development

How do we build expert staff?

- LSA meetings - shared practice opportunities
- LSA induction programme
- Staff meetings/INSET input
- Involvement of outside agencies e.g. EP, outreach

Identification of Need:

- Transition documentation
- Teacher assessment (annual assessment cycle - formal and informal assessment)
- Reported through pupil progress
- For some areas of need specific diagnostic tools used



Vernham Dean Gillum's SEND overview

Progress of SEND Pupils

N	E-	E	E+
Not making progress	Making progress but at a less than expected rate (gap widening between peers)	Making progress at expected rate (gap maintained between peers)	Making accelerated progress (narrowing the gap)

Overview of pupil starting points

SEND Gaps tracker to identify targets

Pupils with SEND at Vernham Dean are treated as individuals. All staff help them to thrive in the classroom to meet their full potential.

Clear targets set on individual pupil need

- Recorded on IEP
- Provision/intervention aligned to support pupil progress against identified areas of need. Includes overview of frequency, duration and desired outcome.

Evidence recorded in pink books

- Review cycle - if child is accessing at appropriate curriculum level for age they come off SEND support.
- Notes, photos, evidence from curriculum books

If progress is made and target is met:

Class teacher to ensure learning is applied and evidenced in workbooks through high quality teaching.

If no progress made:

External agencies contacted for further advice

ELSA Provision

- Mental health news letter
- Mental health ambassadors
- Whole school Jigsaw curriculum
- Small group social stories activities
- Individual 6 week individual programme - pupils identified by teacher/parents