

## Summary of SEN provision at St Joseph's - June 2020

At St Joseph's we follow and adhere to the graduated pathway to support those children with a Special Educational Need. Every nine weeks, each Class Teacher will assess all of the children, identifying those who haven't made good progress and specifically focusing on the progress made by the SEN children. The last assessment window was in February 2020 due to the current situation. This is then discussed with the Head Teacher and SENDCO during a formal Pupil Progress meeting. Gaps in learning are quickly identified using the Insight tracker and those learning objectives are then used so that Class Teachers are able to plan an intervention which specifically caters for those children's individualised gaps in learning. All interventions are led by our highly skilled Teaching Assistants who are accountable for the progress made by the children during this time. Intervention files, observations and SEN files are monitored on a regular basis by the SENDCo to ensure consistency and quality first teaching is evident throughout the 9 weeks. These are then reviewed at the Pupil Progress meeting at the end of the assessment window. Alongside the monitoring work carried out by the SENDCo, the Senior Leadership Team will also look through the children's books and regularly do learning walks to ensure that all children, especially those with a specific learning need are supported well during a lesson.

Due to COVID-19, the annual reviews will not take place in the usual way. This is to reduce the risk of the virus entering the building so that staff and children are kept safe at all times. One EHCP review is going to take place via 'Jabber' which is a virtual meeting room, led by the Gloucestershire County Council. We are going to do the remaining 2 reviews via online video communication (zoom). The SENDCo has already reviewed the targets with the specialist adults within school to ensure that this process is as effective as it can be, given the timescales available. The parents of these children have been invited to the meeting, as well as the person in charge of SEN starting in September 2020. As well as completing the annual reviews, the SENDCo has also submitted the SEN provision maps and risk assessments to county for each child so that parameters are clearly in place and the children are kept safe during this time.

The SENDCo would normally meet with the SEND Governor every term but unfortunately, due to the current restrictions in place, this has not been possible. It is vitally important that the SEN Governor has a clear understanding of the provision in place so I would urge a meeting with the SEN Link Governor when the children return to school, ensuring a clear structure is in place for our most vulnerable pupils. The SENDCo has an excellent and professional working partnership with the SEN Governor and has felt very supported throughout the academic year.

### Identification

At the beginning of the academic year, the SENDCo has reviewed the SEN register and identified those children who should remain on the register and those who should be removed. This was done in collaboration with the Class Teachers and discussions took place around which children should be on the SEN register and which children the Teachers had concerns about in their cohort. All staff were provided with 'Gloucestershire guidance identification sheets' to assess the level of need for each child on the SEN register, as well as those children who have been flagged as a concern within the

cohort. The SENDCo also has an up to date tracker of non-sen children to ensure that these children don't have further gaps in their learning and so are closely monitored alongside those children on the SEN register. Once a child has been identified, the 'assess, plan, do, review' cycle begins and the children are closely monitored by the SENDCo. This cycle has been put in place by the Gloucestershire County Council.

### **Work with external agencies**

The SENDCo works closely with a range of external agencies and has had advice from specialist services such as Speech and Language Therapists, Educational Psychologists, Paediatricians, Social Services, Early Years Practitioners and Early Help. This has been supported by the role of our Pastoral Worker who has also been liaising with the other professionals so that we are able to fully support our children. Personalised targets in the children's My Plan's have also been written by the Class Teacher (monitored by the SENDCo) based on the specialist advice we have had from external agencies. Contact with external agencies has continued throughout the school closures so that we are able to meet the needs of our most vulnerable children. To support this, welfare calls have been made and the SENDCo has offered support and advice to the children on the SEN register who are not currently in her cohort.