

SENDCo Report September 2021

Meeting Log Academic Year 2020-2021

<u>Type of Meeting:</u>	<u>Total Number :</u>
<u>EHCP Annual Reviews</u>	77
<u>PEP Meetings</u>	9
<u>Emergency EHCP Reviews</u>	4
<u>Professionals Meetings</u>	22
<u>EP Referrals</u>	3
<u>SPLD Referrals</u>	1
<u>ISL Referrals</u>	3
<u>Specialist Teacher Visits</u>	4
<u>SENDCo Observations/ School visits</u>	5
<u>SEND briefings</u>	2

The use of virtual and online meetings has been vital for allowing working parents and a number of professionals to attend meetings. We will now be offering parents the option of face-to-face meetings after Christmas (providing the guidance remains the same); however, the option of virtual meetings will still be offered particularly for working professionals as it will allow them to attend a meeting whereby if it were face to face, they would not be able to attend.

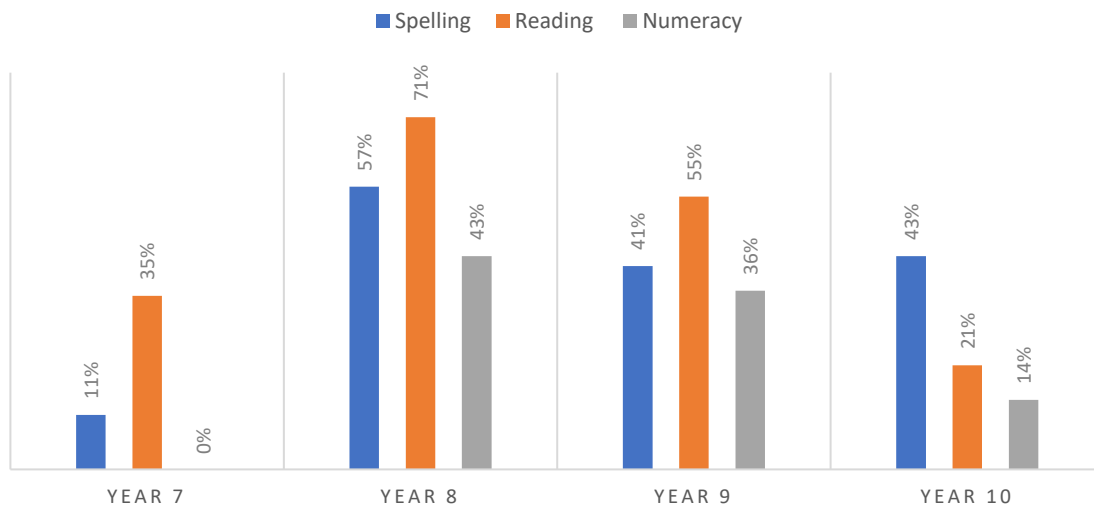
As a school we will be trialling a new online EHCP annual review process with Hertfordshire County Council from September 2021. This new trial aims to reduce the time in which parents receive annual review paperwork and streamline the process removing paper-based reports.

Baseline Assessments

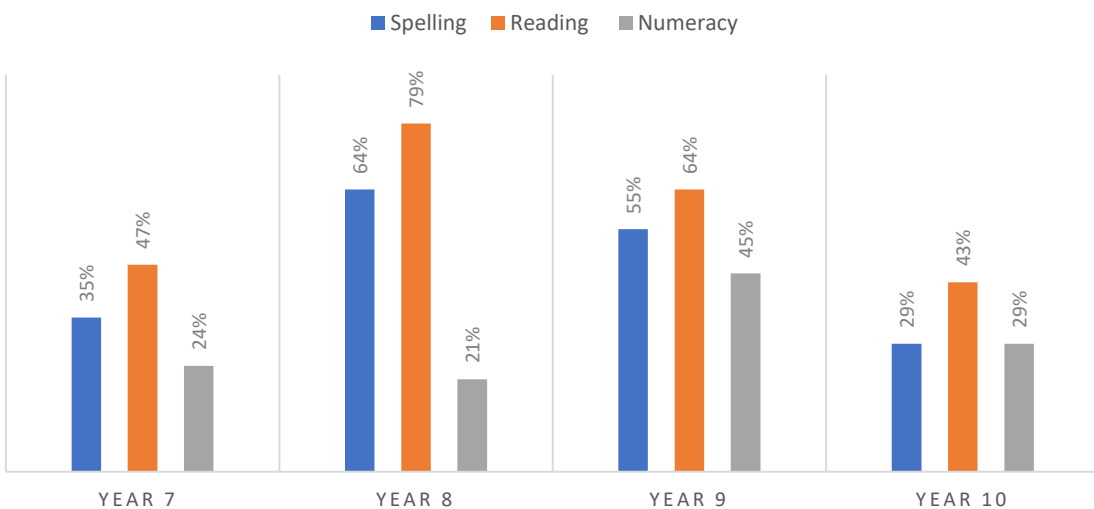
Baseline assessments were completed in both the Autumn Term and the Summer term. The table below highlights the pupils that were meeting age expectations in both the Autumn Term and the Summer Term in percentage by Year group. Please note that due to Year 11 completing evidence-based work for their qualifications we did not retest them during the summer term therefore, the data is for Year 7, 8, 9 and 10 pupils. It is also important to highlight that this information is based on completing a single exam in Access Reading Test, Vernon Spelling Test and Access Maths Test.

As you will see from Table 1 none of our Year 7 pupils were meeting age expectations when they were baselined in Autumn term for Numeracy. For our pupils there are several factors that often mean they are working well below age expectations for example their EHCP and SEND needs, SEMH needs, time out of education and most recently the COVID pandemic and school closures. There also needs to be consideration that the majority of our pupils have difficulties with working memory and processing speeds.

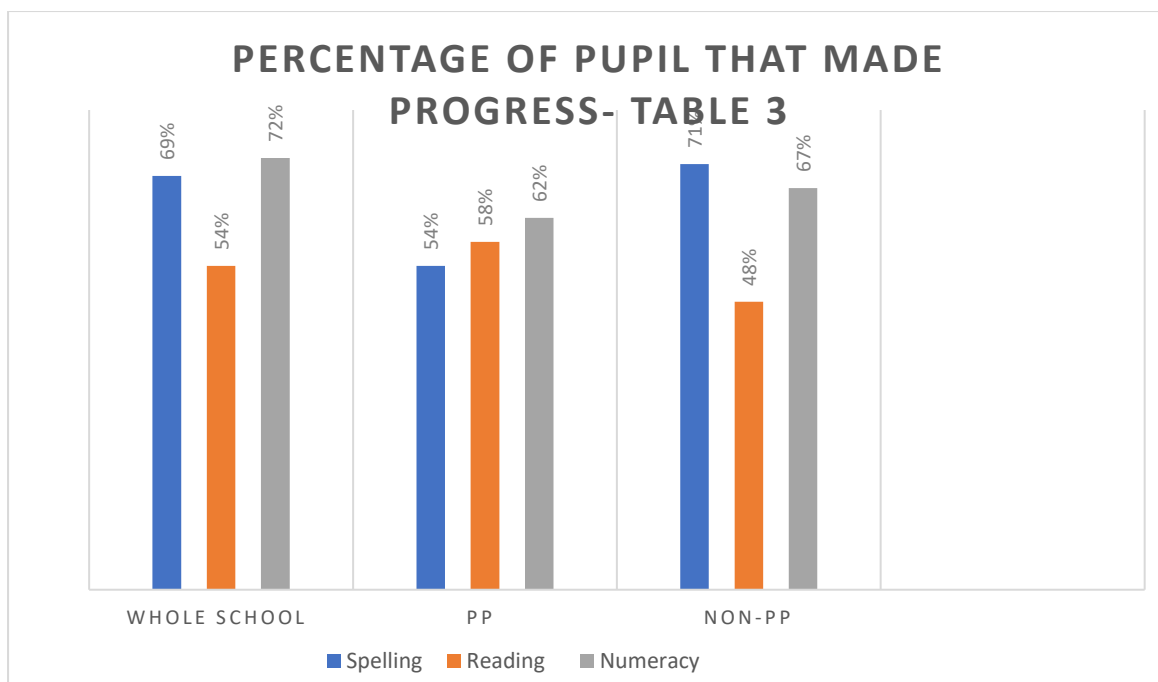
MEETING AGE EXPECTATIONS-AUTUMN 2020 BASELINE- TABLE 1



MEETING AGE EXPECTATIONS- SUMMER 2021 BASELINE- TABLE 2



As you can see from Table 2 a few pupils were no longer meeting age expectations in Year 8 Numeracy and Year 10 Reading compared to the October baseline (Table 1). This could be for a multitude of reasons. They may have made progress however, as they have aged by 1 year, they may have missed the threshold to still be meeting age expectations. Although the tests are standardised there is also the day-to-day factors like disengagement or refusal to complete the test at the time or anxiety around being tested. It is also important to note that as we are such a small school each pupil will hold a far larger percentage mark.



As you will see from Table 3, reading had the least progress across the year. Historically, we know that our pupils struggle with decoding, inference, and analysis of text. However, you can see that pupil premium pupils made greater progress in reading than non-pupil premium pupils (by 10%). Although there are still attainment gaps for numeracy at 5% and spelling at 17% which will become a focus for intervention across the next academic year. From the data there are still pupils that have not made progress between the baseline testing, this again could be for a plethora of reasons. Some pupils did not engage with remote learning, have had significant time off school due to illness/injury and we did also have a number of admissions throughout the last academic year, which could affect the data.

The Proposed Response

In response to the baseline results the school has received advice and support from SPLD Specialist teachers. We have since trained a member of staff to run 'That Reading Thing' and UCAN Maths interventions for the next academic year. From advice from professionals and independent research, interventions will be half termly and will consist of 2 x 20-minute sessions per week, rather than 1 x 40-minute session per week. This is to support our pupils who historically struggle to engage and sustain interest in one task for long periods of time. Both interventions are structured and visual again, to better suit the learners in our setting. As we have made referrals to support some pupils, a specialist SPLD teacher will be supporting us to set up and run interventions, which the majority of schools would not normally have access to.

The Tutor Programme

To continue supporting our pupils with reading, spelling and numeracy Amy Martin (English Lead) is working with staff on a new tutor programme.

SAM Learning is an online portal with a range of online resources for literacy development, reading activities, comprehension activities, topical activities as well as spelling, punctuation, and grammar. Pupils can also access their SAM learning accounts from home to receive extra SAM Learning points and move up the leader board. SAM Learning is used for Prep sessions on a Friday morning and during tutor sessions throughout the week. Pupils can access points for each completed task and a number of pupils enjoy competing against their peers to be at the top of the leader board.

The aim of Reading for Enjoyment is to develop pupils love of literature and create lifelong readers. Reading for Enjoyment supports the development of reading comprehension, decoding, analysis and inference. These are all skills that are required at KS4 for both English Literature, English Language and Functional Skills. These are also the skills we have identified as a real struggle for pupils. This includes pupils having a short list of questions to answer based on the literature they are reading at the time. They will have to complete each task on 3 separate occasions to complete. Once they have completed their individual target they will move on to the next target.

Staff Training

As staff training was virtual last year due to COVID, as a school for the next academic year we will be focusing on Teaching and Learning. During the most recent inset days, all staff have been trained on protective behaviours. Training this term consists of reading, access arrangements, differentiation, Autism/PDA and controlled medication. There will still be an opportunity to survey staff to ensure that our training meets their professional requirements and addresses any gaps in knowledge. All training is now face to face where possible and staff are now able to share good practice and work together. Broxbourne Mental Health Support Team will be supporting us with training on anxiety, self-harm and staff wellbeing.

The Pastoral Hub

We have been holding weekly meetings in order to discuss key cases or key support needed for individual pupils that may arise each week. These meetings will include the SENDCo, Designated Safeguarding Lead, Medication Lead, Attendance and Mental Health Lead. This is to enable a professional team/ strategic approach to support not just pupils but their families also. This information will then be discussed with SLT and fed back to relevant staff once actions or interventions have been agreed. There is now an online pupil referral form for staff to complete in order to refer pupils to the Pastoral Hub. The pupils referred are then discussed at Pastoral Hub meetings every Monday after school.

Interventions available from the Pastoral Hub meetings

Mental health support at Hailey Hall is now running on a 3-tier system.

Tier 1- Two of our teaching assistants have completed a Foundation protective Behaviour course. This enables them to offer a 6-week intervention of 1 session per week, supporting pupils to understand feeling safe and how to take safe risks, as well as building self-esteem and self-worth. This is facilitated either 1:1 or in small groups to support pupils with social skills.

Tier 2- The Broxbourne Mental Health Support Team can take referrals from the Pastoral Hub and offer a range of sessions for pupils on issues such as low mood, emotional regulation, and anxiety.

Tier 3- We have a qualified counsellor with 20 years' experience of working with children and young people with SEND. Pupils are offered weekly sessions that are reviewed every 6 weeks during the Pastoral Hub meeting.

We still continue to complete SPA (single point of access) referrals to support pupils with their mental health difficulties. There is also information and relevant support shared via Facebook with parents where applicable. For this academic year we will be focussing on finding easily accessible and informative support that can be shared via the school website also.