



Key Issue: A4

A small minority of children with Communication and Interaction and/or SEMH needs require effective support to improve their learning and reduce their impact on others.

Context / Position Statement:

Statutory paperwork is in place. Support has been sought from outside agencies to a small but significant minority of children with complex Communication and Interaction / SEMH needs in KS2. Systems in place with clear intent however implementation has been sporadic due to changes in staffing and absences. Existing staff have improved their knowledge and skills, however staff changes and the increasing needs of children require continuous staff development and introduction of new strategies.



PROBLEM - WHY?

1. Teaching / Support Staff:

Many staff are inexperienced with complex C&I / SEMH needs, Y4 cohort has a high percentage of needs. Strategies to address behaviours is often reactionary and does not deescalate the situation.

2. ADPR Cycles:

ADPR cycles are in place but do not always show clear evidence of a graduated approach where a child's needs increase over time.

3. Children:

Children are aware of the support they are receiving but aren't always clear on their individual outcomes. They cannot yet articulate HOW interventions have improved their outcomes/daily work.

4. EHCPs:

There is currently 1 EHCP in school, 3 children being assessed and 6 children that need to be referred for assessment.

INTERVENTION

EVIDENCED INFORMED PROCESS
DESCRIPTION – WHAT?

Active ingredient 1

Improved knowledge and implementation of QFT and Additional and Different provision and interventions for children with C&I / SEMH needs.

Clear and consistent implementation of the behaviour system (with adjustment) for the majority of children.

Active Ingredient 2

Learning Passports and Provision Maps are up to date and meaningful.

Active ingredient 3

APDR cycles follow a child centred approach, children's views are sought consistently and reflected in the paperwork.

Active ingredient 4

EHCPs provide a greater shared understanding of a child's needs and support decision around setting.

IMPLEMENTATION ACTIVITIES - HOW?

Active Ingredient 1

Staff meet children's needs. CPD from DHT / SENDCO on adaptation. Extra support for ECTs and staff new to school. Pastoral staff to support bespoke SEL where necessary. Pastoral team (NH/LB/CD) to lead relevant interventions. Risk assessments / Individual Behaviour Plans updated termly or following a significant incident. These are shared with others.

Consistent use of the nurture room and reflection strategies. PP needs to be considered alongside SEND needs.

Active Ingredient 2

Staff provided with clear guidance on behaviour system. Paperwork includes expanded views of parents and children, including review of outcomes. Staff training in APDR cycles. APDR cycles monitored by DHT / SENDCO. Pupil view's completed consistently. Advice from EPs, SCIL and SALT to be used to improve provision. Release time provided to ensure SEND review meetings are high quality.

Staff training for existing and new staff on APDR cycles. Existing paperwork to be reviewed to ensure it is clear and efficient.

PP needs to be considered alongside SEND needs.

Active Ingredient 3

Children's view collected as first part of APDR cycle. Child's views to be considered and shape outcomes / provision.

Active Ingredient 4

DHT / SENDCO – release time to compile evidence Priority list for 6 children. Use of EP slots to collect independent advice to support referrals. DHT / SENDCO to collect evidence to support requests. DHT / SENDCO to meet with parents to complete initial referral. Statutory EHCA will be sought for children where school and parents agree.

IMPLEMENTATION OUTCOMES – (who, when, how)

Short Term

Initial Fidelity: SLT: AUT 1: New / returning staff will be supported in understanding the needs of children with C&I / SEMH (Grab files) Ongoing: Staff will access support from trust / specialist teachers / EP (SCIL) DHT / SENDCO AUT 2023 compiles EHCA request for priority children.

Initial Reach: Staff: CH Aut 1: Teachers/support have a toolkit of QFT strategies and provisions in places for children with C&I / SEMH needs. CH AUT 2 2023: ALL staff are aware of school's APDR system and graduated approach documentation, email reminder and through SEN reviews.

Initial Reach: Children: Aut 1 Staff complete child view in preparation for all SEND reviews. Children are aware of their interventions.

Initial Acceptance: All staff Aut 2: As we begin to see a 'shift' in positive behaviour for all children – this provide clear expectations for all children.

Medium Term

Ongoing Acceptance: Spring 2: Teachers are able to identify suitable ways of seeking support for the needs of children in their class. TAs will be commencing this journey and grasp adaptation.

Ongoing fidelity: By Spring 1: with a good understanding of SEN needs, staff will have implemented recommendations from outside agencies, Hubs, SALTs, Local Authority, etc and will be starting to articulate their impact. Evidence CPD bespoke to individuals.

Monitoring of behaviour logs (nurture room) will show a reduction in the number of visits and reduced recovery time for all children. NH Feedback Children will be able to verbalise their support and why it is needed. **QAC monitoring.**

Spring 1: Children with emergent needs will have been identified and placed on EHCA priority list, applications for further 3.

Ongoing Reach: Children Spring 1 2024: Children are able to articulate individual provision and the desirable outcomes through QA monitoring. Children can reflect upon their provision and outcomes and articulate the impact it has had upon their development as part of the review cycle. Through APDR paperwork and reviews, appropriate provision will be in place possibly including requests for setting changes.

Long Term

Ongoing Acceptance: Summer 2 handovers to new teachers: Staff will feel confident to support others with recommendations of QFT strategies to implement. Children's views will be the central part of forming SEND provision.

Ongoing fidelity: All APDR cycles will show progress towards outcomes and clear evidence of a graduated approach. SEND monitoring overtime will reduce in expectation as teachers become more confident.

Ongoing reach: Monitoring of behaviour logs (nurture room) will show a reduction in the number of visits and reduced recovery time for all children. EHCPs will be in place for 10 children with complex needs.

FINAL OUTCOMES

Short term: Dec 2023

Learning instruction, activities and environment demonstrate an inclusive / adaptive approach.

The behaviour system is implemented consistently by all, using sensitive adaptation when needed to reflect individual need and behaviour round school will be orderly by all. Learning Passports and Provision Maps haviour round school reflect the views of children.

Autumn 2: Reduction on suspension from previous year.

Autumn 2: 3 further EHCA requests to be submitted to the LA.

All stakeholders have consistently high expectations for behaviour with consistent revisiting by all staff.

Medium term: Apr 2024

Inclusive practice is further embedded within the school and adaptation ensures progress for all. All staff use behaviour system evidenced through QAC.

Children with complex needs are supported through a variety of provisions and interventions led by the class teacher. SEND children make good progress towards their individual FFT 50 targets.

Children's views further shape the provision they receive.

Spring 2: 3 further EHCA requests submitted to the LA.

All stakeholders have consistently high expectations for behaviour with fewer prompts.

Long term: July 2024

The school plans with adaptation that is clear to all stakeholders and helps children progress.

All stakeholders have consistently high expectations for behaviour without prompting. Staff will be confident to complete APDR cycles, applying their knowledge of provision and interventions gained over time, centred on the child's views.

School has approximately 10x EHCP with relevant funding to ensure needs are being met.

CH will evidence through budgetary planning with FC.