



SEN Report to Governors for Year 2019-2020

As part of their statutory duties, Governing bodies must publish information about and report on, the school's policy on special educational needs.

The Special Educational Needs Co-ordinator (SENCO) is Mrs Sian Jones, the named Governor for SEND is Mr Geoff Brown, and Mrs Rachel Mason (Senior Vice Principal) oversees this work.

At Queensbury Academy we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical, and spiritual development. We endeavour to raise aspirations and expectations for all students, including those students with SEND by working in partnership with parents/carers and listening to students.

Queensbury Academy Special Needs Department 2019-20

Sian Jones	SENCO
Rachel Mason	Senior Vice Principal (Inclusion)
Fernanda Bleakley	LSA (Physical/sensory impairment)
Julie Billington	LSA Emotional mentoring and EXCEL)
Sue Jeffs	LSA (Provision Map and KS4 cognition and learning need)
Nick Mephram	LSA (KS3 numeracy needs)
Georgie West	HLTA (EHC plans, access arrangement and Dept admin)
Martin Palfrey	LSA (ASD/ADHD need)
Helen Mead-LSA	(SEMH & LSA in ARC from April 2020)
Alison O'Toole	(KS3 literacy needs)
Vicky Wells	LSA (SLCN)
Mihaela Oluru	LSA (EAL and identification of literacy levels)
Jayne Page	HLTA (inclusion suite lead)
Alison Spicer	Student and Family support worker
Alex Flatman	ARC teacher and Lead- April 2020
Jade Wheeler	ARC - teacher - April 2020
Jenny Galligan	SEND Admin Support

The role of the SENCo

The SEN Coordinator (SENCO), in collaboration with the Headteacher, Senior Vice principal Inclusion and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school to raise the achievement of children with SEND.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and coordination of the provision made for individual children with SEND. This entails working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing quality teaching first for all children, including those with SEND.

The SENCO, with the support of the Principal and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of student's achievements, as well as by setting targets for improvement.

The SENCO collaborates with curriculum coordinators so that the learning for all students is given equal priority, and available resources are used to maximum effect.

SENCO Responsibilities

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising teachers.
- Managing Teaching Assistants.
- Supervision of and to Behavioural Mentor
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Leading and contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.
- Carrying out annual reviews, which includes the preparation of statutory paperwork and subsequent report writing
- Assessment of students to ascertain if they have SEN
- Applying for EHC plans

How do we support students at Queensbury Academy?

At Queensbury Academy we always strive to promote student independence. We believe this is pivotal in achieving academic and social success in our students' lives.

We have six teaching assistants that are attached to the core faculties (see COVID-19 addendum). This facilitates planning, preparation, as well as enhancing subject knowledge. All these factors are crucial to promoting student progress.

The remaining teaching assistants support students in the foundation subjects which are available as option subjects to all students. In this way students become familiar with different members of the support team and do not become over reliant upon individual members of staff. Consequently, this further promotes students' emotional and social resilience.

We deploy most Learning Support Assistant support into class and only withdraw students for specific and necessary intervention. For example, students may receive 1:1 literacy or exercise sessions such as adapted PE lessons.

We also provide intervention based upon the provisions outlined in the EHC plans; for example, a student may have fine motor or touch typing as an intervention if this is highlighted as an area of need. If students are identified as vulnerable and have emotional/learning difficulties on entry in year 7, they may access the nurture provision which provides approximately 2 hours a week of structured intervention.

We also provide structured, supervised support at break and lunch time (in W4) for students with SEND and vulnerabilities. Food and structured games are available during these times and this area is supervised by LSA's who are familiar to the students.

Our newly formed ARC (Academic re-engagement centre) provides a nurturing small group provision for approx. 6 students who have higher or complex needs and have been identified as benefitting from an intense small group intervention which highly trained staff. Student attend this for at least half a term and work is done

with them on emotional regulation and strategies to manage mainstream classes more effectively. The time in the ARC is also used for assessment and referrals made as appropriate

Numbers and Types of SEN Need at Queensbury Academy

SEN Numbers at Queensbury Academy Summer 2020

EHC Plans	10
SEM K Support	157

Students placed at on the SEND register at K support have remained stable despite revision of the code of practice. There has been a decrease in students being awarded an EHC plan. In 2012 Queensbury had thirteen students with a statement of Special educational need or disability, currently we have ten however a further six Educational health care needs assessment referrals were submitted to the local authority during lockdown as there became an increase in observed need especially area of social and emotional wellbeing. Lockdown highlighted that a 'special need' is significant and organic in nature and not just missed learning opportunities or a slight delay in learning and that additional and continuous support was needed for these students.

The most prevalent area of need at Queensbury Academy is Social Emotional and Mental Health followed by Communication and Interaction (ASC) and then specific learning difficulty (dyslexia).

Arrangements for Identification and Assessment of SEND students

Start of Year

- Liaison with primary schools
- KS2 National curriculum levels
- Baseline testing in the first half term includes a reading test, Baseline tests in core and foundation subjects and CAT tests
- SENCo triangulates all information and data regarding students to determine whether to place students on the register
- Parents are informed if their child is placed on the SEN register

Mid-year

- Referrals from subject staff or Head of Year after data analysis made to SENCO
- Parental concerns expressed about progress and difficulties
- SENCo will observe students in class
- SENCo will carry out any necessary additional assessment
- SENCo will refer for outside agency support where necessary
- SENCo will decide whether to place student on the SEN register
- Parents are informed if their child is placed on the SEN register

Staff Skills and Training

Support staff training is on-going. This is identified through performance management and whole school need.

Support Staff have accessed training through in school training and external courses.

- JB leads on EXCEL nurture groups
- GW delivers Year 8 literacy catch up
- SJ delivers numeracy skills intervention to targeted KS4 students and supports young carers
- ASP delivered an aspirations course to targeted SEND/PP students and supported families where students were struggling to manage school

- All SEND staff have attended course in managing behaviour and a refresher course
- All SEND staff have attended Social and Emotional support training from CAMH outreach team
- All support staff have had in school training on monitoring data and progress Impact
- Staff able to support physical and care needs of students
- SEND staff attended physio session to support adaptive PE sessions
- All SEND staff have attended Safeguarding training
- Two LSA's staff oversee registration reading four mornings a week
- All Inclusion staff have received ongoing training on ASD
- During lockdown, all LSA's completed online training in ASC awareness and ADHD support
- Five LSA's First aid trained
- Five Inclusion staff Mental Health first aid trained
- The SVP, SENCO and Child and Family worker are all Level 3 Safeguarding trained

Whole School training

- SENCo – induction for new staff on Additional needs register with strategies for specific students
- SENCo led awareness update on students with physical/ sensory disabilities
- Teaching and Learning Group supporting all with QFT
- On-going departmental support with differentiation and strategies for SEND
- Case conference on individual students to guide staff on specific needs and strategies
- Ongoing safeguarding training
- Ongoing training in effectively supporting vulnerable groups
- All staff training - ASD by Outreach advisor Autumn 2019

Statutory Publications

- School has published its offer on the website which is reviewed annually.
- SEN policy is on the website
- Termly reports to Governors
- The Academy's Accessibility plan was in place for September 2017.

Equality

- Details of school's admission arrangements for students with SEND are incorporated into the whole school policy and are on the website: www.queensburyacademy.com
- Steps taken to prevent less favourable treatment
- Reasonable adjustments are made in the curriculum, day-to-day school life and in extra-curricular activities
- Consideration of SEND students for school trips - individual risk assessments are carried out where necessary support is allocated for individual students
- Personalised curriculum for some SEND students
- Staff training provided to enable mainstream staff to meet SEND needs
- Special exam/assessment arrangements are in place so SEND students can demonstrate their knowledge in exams and assessments
- Differentiated approach to behaviour and rewards
- School site is being improved for DDA access as funds permit
- Repainting of steps and stairs recovered to improve contrast to support students with visually impairments

Resources

Queensbury Academy Provision Map

Provision/resource	Staff/student ratio	Staff involved	Cost in time
In class support – EHCp	1:1	LSA	270 hours per week (11 LSA's required)
In Class support – SEN support	1:25/30	LSA	No extra so dependent on location of above
W31 support	1:6 (average)	LSA	5 LSA hours per day
Literacy support	1:2	LSA	1-hour day
Numeracy support	1:2	LSA	1-hour day
Homework/Catchup	1:2	LSA	2 hours week after school
EXCEL nurture group	1:6	LSA	1-hour week (2 group run concurrently)
Withdrawal Literacy Group	1:5	HLTA	8 x 1 hour sessions (2 groups)
Withdrawal Numeracy Group	1:5	HLTA	8 x 1 hour sessions (1 group)=1x1-2-1
Withdrawal Behaviour support group	1:6	HLTA	8 x 1 hour sessions throughout year
Break/lunchtime quiet area (W4)	1::8	LSA	1-hour day (break = duty, lunch = paid)
Reading - registration	1:1 peer mentor	Yr11/yr12&13 supervised by teacher	15 mins. X4 mornings a week
Internal/external access arrangement	1:1	LSA	Takes each LSA when mocks/external exams occur
Assessing for access arrangement	1:1	External assessor	£34 per hour
Literacy lesson	1:6/8	Teacher (English)	1 hour a fortnight (7&8) / 1-hour week (yr9)
Numeracy lesson	1:6/8	Teacher (Maths)	1 hour a fortnight (7&8) / 1-hour week (yr9)
Option support	1:6/8	SENCo	5 hours a fortnight (one group in yr 9 and one group in yr 10)
Crisis support	1:1	SJ/RM/JB cover this	3 hours per day
Doddle E-Learning Programme	Class-independently	Teachers, LSA's	Subscription
P6 interventions	1:15	Teachers supported by LSA	1 hour a week per subject
Holiday school	1:20	Teachers supported by LSA	
School Nurse Drop In	1:1	Administrator to open room/ mtg with SENCo	1 hour per week
4YP resilience work	2:10	External agency worked with 10 students as part of a	1 hour per week for 10 weeks

		nurturing /resilience programme	
Careers Interviews	1:1	Administrator	
Duke of Edinburgh Award	1:15	Teacher	
Peer mentoring	1:1	Sixth form students	
Tutor/HOH support	1:25	All staff	20 mins per day
Library out of hours support	1:20	Librarian	1.5 hours a day
CAMH outreach worker	1:1	Administrator to meet/discuss individual cases	4 hours fortnightly
Culture Plus Arts Group	3:12	SENCo/SVP time	2.5 hours per week

Outside Agency Provision and Involvement

Educational Psychology, Hospital teachers, Speech and Language Service (SALT), EWO, Social Services, Visual impairment services, Hearing impairment services, Virtual School, Occupational/Physiotherapy services, School Nurse, Health services, CAMHS, CHUMS, SORTed, ACB, Groundworks, Relate, Careers support, Police, YOT, CANYP, Early Help, Barnardo's, Young Carers, 4YP, outreach CAMH worker, Young Carers

Additional interventions selections and actions

- Peer reading programme – series of baseline assessments and re-assessed 6 monthly.
- Individualised interventions against objectives in SEN statements and EHC plans. Baselines measured and re-assessed termly. These might include; touch typing, physiotherapy, social skills, language development, personal development and care, travel training.
- Small group interventions –e.g, EXCEL
- Offsite intervention at Academy of Central Bedfordshire for identified students with SEMH needs.
- Offsite intervention at Develop EBP for identified students with SEMH/MLD needs. Schools programme available leads into many pathways at CBC
- Work experience arranged with Develop EBP for identified students with SEMH needs. Experience gained aimed at supporting self-esteem and skills
- SEND students encouraged to participate in “take son/daughter to work” scheme
- ASD advisor works with SENCo to personalise support of identified students
- Educational psychologist work with SENCO on assessment for EHC plans and requests for EHC assessment.
- Literacy, numeracy, and behaviour support small group withdrawal
- On site ARC intervention to support SEMH needs

Support provided by Local Authority

- Autistic Spectrum Disorder Team (ASD) – we can request planning meetings and this team will come into school and provide interventions/support for students if deemed necessary. Students must have a diagnosis of ASD for the team to be involved
- Child and Family Mental Health Service (CAMHS) – Referrals can be made to this team via school or GP. This may include school suspicion regarding other needs and issues with students that support is needed for and/or to pursue an assessment to determine need and difficulties. For example, Attention Deficit Hyperactive Disorder. This service has been significantly reduced and long waiting lists exist
- Educational Psychology Services (EPS) – Referrals can be made to this service for additional advice on how to support a student in school with their learning. This service can also sign post to other services when necessary. One planning meeting was available this year and likely to be increased to biannually in future.

- Virtual School – support children in care to have successful academic and social emotional outcomes
- Social Care – supports children and families with issues outside of school that affects learning and progress
- Edwin Lobo referrals - to gain diagnosis of a need and follow up support. There is a time frame that Edwin Lobo adheres to, offering the first consultation as an assessment with a nurse prior to allocation to a paediatric doctor.
- Outreach CAMH therapist – Meets with SVP to discuss individual students, meet with student and parent and present individual cases to SPO. Recommended services are then discussed/ CAMH support implemented.
- School Nurse – available to take referrals and support those with medical needs

These services have received an increase in referrals this year due to the pandemic and have needed to extend their time frames.

Support provided by the Anthem School's Trust

Anthem Schools Trust has a Head of Inclusion that is available to support schools with individual student cases, contact with Local Authorities, the EHCP Assessment process and supports school improvement within the SEND area. There is also a Trust Secondary SEND Professional Learning Network which meets termly and allows SENCoS in the Trust to meet and share good practice. An annual SEND Conference also takes place with a keynote speaker; this allows all Anthem school SENCo to network and share practice across both Primary and Secondary age ranges.

Outcomes

Attainment and progress of SEND and comparison with Non- SEND peers

Progress and attainment of students who have a statement or EHC plan is generally good and in line with non-SEND. At present the 4 students in Key stage 3 with EHC plans or statement are on track to meet their end of year targets.

There were 2 students with EHC plan in Year 11. Medical needs worked with one student and continued with education assisting with the preparation for college. This student was awarded an EHC Plan to support their return to education. Personal achievements were made including independent travel and attending a college taster day.

Name	Filter Value	KS2 Prior 19/20	P8 (19/20)	KS2 Prior 18/19	P8 (18/19)	KS2 Prior 17/18	P8 (17/18)	KS2 Prior 16/17	P8 (16/17)
SEN	Education, Health & Care Plan	3.30	0.10	-	-	4.4	-3.259	No EHCP student	-
SEN	No SEN	4.85	-0.27	4.76	-0.569	4.93	-0.621	4.94	-0.272
SEN	SEN Support	4.42		3.87	-0.437	4.42	-0.804	4.21	-1.209

The difference between SEND and No SEND decreases with both groups improving their progress 8 scores. Students with ASD achieved a progress 8 score of -0.065

In year 10 there are 5 students with EHC plan students and the KS2 prior attainment is below that of their peers. All students made progress between assessment point one and assessment point two. Non-SEND made 0.19 progress while SEND support and students with EHC plan making 0.12 progress overall. Progress is slight and below that of non-SEND students, and all SEND students will require additional support to build the knowledge and skills needed to take examinations in the summer of 2021. Students with Speech Language and Communication needs and those with Moderate Learning Difficulties made 0.13 progress between the two assessment points.

<input type="checkbox"/> Name	Filter Value	KS2 Prior 19/20	P8 (19/20)	KS2 Prior 18/19	P8 (18/19)	KS2 Prior 17/18	P8 17/18	KS2 16/17	P8 (16/17)
	EHC plan	3.10	-0.75	3.30	-0.455	-	-	-	-
SEN	No SEN	4.85	-0.95	4.82	-0.955	4.76	-0.915	4.93	-0.829
SEN	SEN Support	4.26	-1.25	4.38	-1.366	3.91	-0.677	4.42	-0.891

In Key Stage 3 (yrs 7-9) EHC plan student have not made expected progress and additional support has been requested from County through additional EHCP reviews and consultation with specialist advisors to enable us to personalise the support. Four Educational Health Care needs assessments were requested as they required additional support accessing the curriculum, three in Year 8 which have been successful and one in year 7 (results pending).

Year 8 EHC plan student progress was impacted by significant SEMH needs. Advice from SEN support team and the interventions available in the academy supported these and there were fewer moments of dysregulation as the year progressed. Returning to school during lockdown to maintain consistency supported need also.

During lockdown SEND students were offered support with their well-being and learning by the Learning support Assistants who provided a successful telephone service of additional tuition. Students were also encouraged to attend school and from June 2020 we had a successful uptake of Year 10 SEND students returning to school.

To support students in all year groups and decrease the educational gaps, planning is being developed for the next academic year to include:

- Higher levels of support for students with mental health problems
- Before school support for SEND students concentrating on Core subjects
- Greater involvement of the Key Worker in EHC plan reviews
- Increased withdrawal provision as necessary
- Attendance expectation raised

Parental involvement

Parental attendance to annual reviews has always been good. Further parental involvement has been secured through informal drop-ins. Parents are encouraged to have an active voice through review meetings and EHC Plan reviews.

Impact of student voice and parent voice on provision

Our student voice work informs us on what is working for students and what we need to do to improve our provision. We also do this for the key interventions of The Reading Programme and EXCEL.

Student and parent voice are also collected at review meetings through their paper and verbal contributions.

Exclusion of SEND students this academic year

Fixed Term Exclusions – 4 SEND students

Permanent Exclusions – No SEND students

4 students with SEND where allocated to alternative provisions to support their learning

Attendance of SEND (Present Figures July 2020)

Year	No SEND (%) 2019/20	No SEND (%) 2018/19	SEND (%) 2019/20	SEND (%) 2018/19
7	96.15	96.3	95.04	95.36

8	95.35	95.28	90.48	93.87
9	94.73	95.83	94.23	89.07
10	95.23	95.44	90.32	88.04
11	95.23	93.88	87.91	88.57
	95.35%	95.46%	91.34%	91.43%

Whole School attendance target is 94.5%

Intervention/Actions

Individual cases who are significantly below the target have personalised support plans to improve this. Our family support worker has been instrumental in this making appropriate referrals to external organisations, door knock and meet and greet arrangements to bring students into school. SEND students in years 9 and 10 responded well to these interventions. Four students were placed on dual role with another educational provider to best meet their needs or are supported by Medical Needs Teaching.

Strategies to improve attendance include:

- Home visits – school attendance officer and Family support worker
- Closer liaison with SEND parents
- Warnings
- Penalty notices
- Action plans
- Court
- Intervention groups
- Assemblies
- Competitions
- Rewards
- Q Points
- Daily contact for lates and absentees

How does the process for the early identification and assessment of SEND meet the SEND code of practice?

- Teaching staff bring concerns to SENCo via Teaching assistants or direct conversation
- All staff (via INSET) are aware of their responsibility in the process of identification
- Quality first teaching (via INSET) has been emphasised and departmental responsibility to address student need first
- Clearer definition of SEN is ‘complex, long term’ – not just a delay in learning and/or missed schooling
- The decision to place a student at SEND support (K) is made after considering assessment data, teacher feedback, observations, Sims data on behaviour and attendance. Ultimately it is the SENCo who makes this decision and then informs parents/carers.
- Good transition links with primary school assists with early identification

Is the graduated approach to SEND provision in place?

Yes. The SEN register has been rationalised and streamlined. Students with EHC plans are on the SEN register, as well as those students at SEN K support. School also has a monitoring register for students at transition with additional needs, but not significant enough to be placed on the SEN register. This allows us to monitor a graduated response.

What plans are there to continue to inform parents?

Improve information on school website - SEN handbook, case studies etc.

Create a drop-in opportunity for parents

Create opportunity to gain information or ask questions at the twice-yearly support plan reviews

How have parents been involved in on-going planning, reporting of progress and decision making?

- Review meetings
- Develop the role of key worker as a point of contact for parents
- Reports home
- Parent Evenings
- Informal drop ins with Key Worker/ SENDCO
- Individual parent meetings at their request

How are individual children, parents/carers involved in:

Decision making and planning:

The reviews we hold are person centred and so facilitate students and parents/carers being involved in the decision-making process. They are also invited to record their views on a pro forma prior to the meeting.

Parents are always contacted to discuss any potential changes, and many receive weekly feedback from the key workers

Being clear about the provision linked to identified outcomes:

This is also ascertained at annual review meetings. Outcomes and provision are agreed amongst all stakeholders.

What impact support is expected to have and by when:

Action plans are put in place after the review and shared with all stakeholders, so everyone is clear about their actions and timelines.

What does the SENCo and SLT understand by a whole school approach to improving provision for and progress of students with SEND?

SENCO and SLT acknowledge that SEND is a whole school responsibility and that it is our responsibility to communicate this. In addition to this we need to equip staff with the necessary expertise and skills to be able to identify additional needs and create strategies to be able to overcome the barriers to learning. This policy is enhanced by having a Senior Vice Principal role in charge of Inclusion who actively works with staff, families and outside agencies to promote achievement in school.

How is the SENCo using monitoring and evaluation effectively to evidence the impact of provision on the achievement of students with SEND?

- Analysis of progress at each data point for SEN students
- Baseline assessment and re-assessment of students to measure impact of interventions
- Learning walks
- SENCo advice to meet needs
- Observations of lessons/students
- Annual Governors report
- SEND Action plan and review
- Action, Impact and Next Steps document
- Following all the above a review of the information is undertaken a next step decided; in line with a graduated response the outcome may require further action and intervention or not.

How is the SENCo and other staff supporting students with SEND with their transition to post 16 education and preparing for adult life?

- Advice and support from SENCo at GCSE and A Level Option consultation (Year 8 and 11)
- Preparation for Adulthood paperwork completed at EHC reviews
- Connexions (careers) involved at key reviews.
- Relevant and appropriate curriculum for those with SEND – providing an alternative option
- Careful selection of work experience placements in year 10 as part of a personalised curriculum and support where necessary
- Keyworkers also support students with their transition to post 16 education with their choices and transitional visits to post 16 providers.
- SENCO invited and attends 16-25 Preparation for adult life termly meetings

Update on SEND Provision Arrangements (curriculum and interventions)

- Additional literacy and numeracy lesson in place to support those learners that need to improve these skills at KS3
- LSA deployed to classes with most need and Students with EHC Plans
- KS4 alternative option pathway in place for some SEN students who are significantly below the national expectations and for whom GCSE is inappropriate
- Use of offsite provision and alternative/personalised curriculums to support students
- Work with Virtual school and medical needs team to support vulnerable learners

Other New initiatives – update

LSAs in core departments

The rationale for introducing departmental LSAs was to improve the following:

- Improve collaborative planning
- Improve subject specific knowledge
- Improve continuity
- Improve sharing of good practice
- Improve student results
- LSA given responsibility for an area of need to increase support within the academy
- Additional inclusion staff have been recruited for the ARC provision
- Develop use of W31 as a personalised learning area to improve attendance and attainment for students with more complex and SEMH needs with a dedicated member of staff.
- Develop ARC provision
- Key workers for students with a high level of need have developed positive working relationships with parent carers.
- Emotional well-being group and individual mentoring

Positive parent and student feedback July 2020

Quotes from parents

“Yes, this looks brilliant thank you for your time helping XX”

“Thank you so much for your email, this has given me a lot of comfort knowing you’ve already thought ahead. Lock down was extremely hard, especially with XX anxiety”

Quotes from students

“Hi Miss Jones, its XX, I like the timetable I found it better to use because now I know what I what I’m doing every day. Thank you. 😊”

“Honestly, I am really looking forward to college whenever it starts. I hope all the LSAs are well. Please say a special hello from XX to all the caring LSAs”

Priorities for improvement (to be included in 2020-21 SEND Action Plan)

- Development of the ARC provision
- Improve progress, attainment, and attendance of students on SEND register
- Joint planning around resources (budget) with SLT and appropriate staff
- Ensure adequate support staffing levels – (including unstructured time, especially lunchtime and extra-curricular time)
- Continued communication with home on general school matters such as homework
- Reporting progress of SEN interventions termly to parents
- Liaise with Teaching and Learning group to inform staff on supporting need
- Develop parental consultation around SEND provision and reviews
- Further develop work with outside agencies
- Developing best practice for Covid-19 safe SEND practice and LSA deployment