2024 – 2025 SEND in Nutshell

The primary areas of need for the 3 children on the SEN register are:
Pupil 1 – Cognition and learning
Pupils 2 and 3 – Communication and Interaction (speech, language and communication)

A Graduated Approach

We are proud of the support that is on offer for our SEND pupils. Here at Asby, we follow a *graduated approach* of assess, plan, do and review. We use a range of formative and summative assessment strategies, including NFER termly tests and specialist assessments such as the Boxall Profile, to accurately gauge the needs of pupils. It is also crucial that pupil voice is gathered at this stage, using a bespoke pupil passport for every child on the SEN register. Following assessment, and dependent on need, we set-up individual education plans (IEPs), where children are set a range of long-term and short-term targets; this is communicated to parents and carers to gain their insight. In addition to this, a range of high-quality provisions, including teacher-led interventions during assembly time, are delivered to mitigate barriers to learning and support the development of foundational skills (such as reading and times tables). Finally, at the end of every term, we reflect on and review the provisions that we have put in place. By looking at learning outcomes and also gaining the opinions parents, pupils and teachers, we gain an accurate view of the impact of each provision and assess whether or not pupils have met their targets. After this, we do it all again, communicating effectively with parents and keeping the child at the centre of everything we do.

Reasonable Adjustments

Due to our size, we are able to offer parents and pupils a great deal of flexibility. Transition meetings for children starting or leaving the school are arranged and not limited to one meeting. In the learning environment, where appropriate, we use writing slopes, over layers, fiddle toys, visual timetables and many more resources to ensure that children can access the learning and achieve their very best. Although we do not currently have any children with physical needs or disabilities, we would always endeavour to ensure that all children can access the learning (and the learning environment).

High Quality Teaching for All

We strive to develop pupils' skills, knowledge and understanding across *all* subjects. We develop resilience through trips (including outdoor learning) as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

We are extremely fortunate to have an extremely experienced teaching assistant, Rosie, who has over 20 years of experience working with pupils from across the primary age range. Furthermore, all staff are acutely aware of the targets set out in each child's IEP as well as the efforts required to help children achieve their long and short-term goals. Whilst children receive high levels of support, we also nurture independence through the use of time-bonded expectations and through the use of the 3B4Me strategy, whereby pupils work independently, check their book and seek peer support before asking an adult for help.

Adaptive Teaching

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.

- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.

- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**

- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.

- **Technology** can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Often, children with SEND do not require a differentiated task. With the right support and technology, they can access age-appropriate tasks, across the curriculum, with the right support and guidance.

Strengths of SEND Provision:

- We are proud of how well we know our children and families. This allows us to be open and honest in meetings and gives us a valuable insight into how children are presenting at home and in other settings.

- IEPs are well-planned and communicated with stake holders.

- Pupil voice is gathered efficiently through interviews with SEND pupils, the worries and wishes box as well as questionnaires in personal development time.

- We provide a school environment that is calm, nurturing and purposeful. Children are given autonomy and, by KS2, are given monitor roles; this creates a sense of responsibility and strengthens the community (and culture) of the school.

Area(s) for Development:

- Our children receive a huge amount of support, given pupil and staff rations, but this has led to a reliance on support in the past. We have a duty to prepare them for secondary school, which will be a very different learning environment. As such, we aim to nurture independence, by using strategies such as 3B4Me on a school-wide basis. That way, support is there where children need it, but they are also developing the skills in order to become independent, resilient learners.

- Historically, not all of our interventions have had the intended impact. This year, we will have 3 teacher-planned and TA-led interventions, which we will rigorously assess to ensure that children make progress that they would not have made otherwise.