

OUR SEND JOURNEY



Ofsted Aim:
Further develop the systems for measuring the impact of additional support for pupils who have special educational needs and/or disabilities.

Children continue to make excellent progress. Where they are not, additional measures are used to show small steps. E.g. – not making progress in RWI half termly assessments may result in pre phonics skills check to measure the foundations of learning to read, identify gaps and then show progress over time within that area of learning.

Personal assessments (baselines) are reviewed and shared.

Baselines are revisited to demonstrate progress against starting points for area of need.

Now have small step diagnostic assessment across all area of need.

Examples are:

Boxall

Maths baselines

Phonological assessments

Communication screens etc

RESULTING IN:

Clear personal targets which identify gaps/difficulties.

Working alongside the school's general assessment systems.

Impact on outcomes

English progress measures for 22 - 23 show SEN children are making better rates of progress than SEN children nationally. Progress within mathematics is average and above national for EHC children. Attainment at key stage 2 is above

The school is seeing an upward trend in the amount of SEND children meeting GLD at the end of Reception and those meeting the year 1 phonics check. This is a direct result of improved communication and language skills.

15% of SEND children are on our gifted and talented register for the wider curriculum.

73% of SEND children reach the National Curriculum expectation in swimming when they leave school.

Evidence base of impact:

Parent voice:

"I know who I can talk to in school to support my child's SEND needs. The school is great and supportive and I have always received fast action when I need support."

"I'm really impressed with the support and interventions my son has. I feel like his teachers have always and continue to go above and beyond."

"The staff at Sandon have a great understanding of my child, his needs and personality. There has always been a great understanding of his behaviours that are due to neurodivergence rather than been labelled disruptive."

"You can tell that each member of staff truly cares about the outcomes of SEND children."

"Professionals who have visited my son state how well staff interact with and support my child during their observations."

Pupil voice:

"I like coming into school and I know who to talk to if I need help."

"I know what can help me to get better at my learning and in school what helps me most is my teacher and the emotion tracker."

"The work in school is just right for me and my favourite lessons are Art, PE and Music because they allow me to be creative and write less."

"My favourite places in school are the playground, muga and jumping pillow because they help me to use some energy."