**SEND Co-ordinator**

**Report 2017-2018**

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| **Action** | **Outcome / Impact** |
| Support with targets and provision of children who are making slower than expected progress. | New staff and member of staff who had been on Maternity Leave are now confident at setting targets from PIVATS.Supported staff to break down targets so that children who were making slower progress were enabled to make progress. Helped Newly Qualified Teacher to break down a child who was ‘stuck’ on a punctuation target to unpick what it was the child was finding difficult. The child has made progress as the teacher was supported to unpick the child’s learning and misconceptions. |
| Led Attachment Awareness action research project in school along with Wellbeing Officer to support children with SEMH (Social, Emotional and Mental Health) needs. | Staff have been trained on Attachment and Trauma Awareness and ‘Emotion Coaching.’ Staff therefore have a greater awareness of how to deal with a child who is ‘de-regulated’ and to promote emotional awareness. Staff have used books and games to promote emotional literacy. Staff have a greater understanding of techniques to de-escalate followed by setting limits on the child’s behaviour and problem solving. Staff (Teachers, EYPs and TA’s) identified one child per class to gather data on for the impact of emotion coaching. Strengths and Difficulties Questionnaires (SDQ’s) showed that INSERT DATA HERE |
| Co-ordinate staff meeting with LEAPS Speech and Language Therapist in order to support TAs to teach concepts to groups of children. | LEAPS Therapist delivered Staff Meeting on concepts. This has supported teachers to develop vocabulary learning in their classes. This has contributed to greater understanding of vocabulary and improved comprehension in all year groups.ENTER SALFORD COMPREHENSIONS???  |
| Co-ordinate time for LEAPS therapist to work with Early Years Professionals and Early Years Teaching Assistants to devise a format for capturing the progress of children in Early Language Groups. | Teaching Assistants (TAs) and Early Years Professionals have run language groups that have been overseen by the LEAPS Therapist. These have ranged from Early Language Groups to support children working at early stages of language acquisition to higher language groups for children in upper key stage 2 who have needed to improve their understanding of language. INSERT DATA AND QUOTES HERE |
| Monitor effectiveness of SEN interventions. | Monitoring of Lego Therapy showed that children were making progress in both their language and their social skills.ENTER QUOTES FROM MONITORING HERE |
| Work with SENDCos across the Trust to improve outcomes for SEND pupils.  | Work with Trust SENDCos has led to parent event at the Beacon, Parent Questionnaire, Parent Information leaflet. This has led to better links with parents.This needs to be further developed next year. |

Priorities for next year:

* Work with SENDCos across WEST to organise Autism Training for WEST staff.
* Deliver staff training on Inclusion.
* Implement changes recommended from LA SEND OfSTED
* Improve links with parents and act on changes necessary after analysing parent survey
* Share findings of parent survey with parents, staff and governors.
* Further work with the WEST Trust to improve parent partnership
* Improve pupil involvement and pupil voice in reviews and provision.