



Uplands Junior L.E.A.D. Academy Spring Term 2020 Governors Report

Gemma Southwell SENCO

Graham Beck SEND Governor

1) SEN Profile of the school

Following the latest round of learning reviews, we now have 47 children on the SEN register, which is 10% of the pupils on roll. 40% of the SEN register is girls and 60% are boys.

Categories of need:

SLCN: 15 pupils

SEMH: 10 pupils

MLD: 9 pupils

ASD: 4 pupils (3 with diagnosis, one of which whose diagnosis is being investigated)

SpLD: 6 pupils

HI: 1 pupil

PD: 1 pupil

Other: 1 pupil

There are 2 pupils with EHCPs and 1 pupil who is going through statutory assessment with initial agreement given. The 2 pupils who have an EHCP have a designated teaching assistant working within their class to support their varied timetables and incorporate tasks to achieve their learning outcomes.

2) Updates to SEN

Following the retirement of Gillian Martin, I have been appointed as SENCO. Prior to this, a term's shadowing of Gill for 2 days a week took place. 2.5 days of the school week are spent coordinating SEN and the remainder of the week I am in class. I am currently studying with the University of Northampton to achieve The National Award for SEN Coordination, the final assignment for which will be submitted in September. In addition, I am undergoing Elklan training to achieve a level 3 accreditation in order to develop my knowledge of how to identify and support children with speech, language and communication needs, as this is our largest area of need at Uplands. Following this training, I plan to collaborate with John Deacon, our reading coordinator leading the

changes to guided reading, to share strategies that could be implemented alongside the new guided reading approach, benefitting all pupils. In addition, I plan to deliver CPD sessions to staff, sharing ways to identify pupils with SLCN and how to best support them through Quality First Teaching approaches.

This half term, I am delivering a staff meeting to support the review of learning for children with SEN, following the current process. Here staff will be supported in using local authority guidance documents to write SMART targets. There will also be further guidance on filling out early monitoring forms. This will ensure that children who are new concerns are receiving recommended quality-first teaching approaches and any required, reasonable adjustments first and foremost, that are monitored and reviewed for effectiveness (as per the Code of Practice).

On 27th February, I met with Maxine Clewlow to discuss my role since Gill's departure. We discussed the tracking of small steps progress of children on the SEN register. This will require collaboration between core subject leaders to ensure that this can be done in the most efficient but effective way, bearing workload and impact in mind.

Currently, interventions within year groups are running well, with children identified by myself and Gill at the start of the academic year receiving targeted support where necessary. These are currently being monitored by myself and adults delivering them are being well-supported through training refreshers and an open-door policy for advice or guidance. Lesson drop-ins will be conducted next term, offering further support where necessary.

I am currently attending half termly SENCO hub meetings with other SENCOs within the academy, local authority SENCO briefings and SENCO award mentoring sessions. During these sessions advice on good practice is shared, updates announced and support networks are built.