

SACC Summary Report February 2021

Current situation in school

- Max 28 pupils (11.8%) of key workers (24) SEN (6/34) vulnerable/disadvantaged (11/43)
- 2 teams of TAs working with the 2 bubbles to access their remote learning provision in school
- Government funded FSM vouchers sent to families
- Additional food parcels also taken to families in need
- All teachers providing remote learning from home

Statutory testing

- All assessments and submission of data to LA and DfE have been paused this year. This includes EYFSP, Y1 Phonics screening, KS1 SATs, Y4 MTC and KS2 SATs.
- We will continue to moderate internally and LA have offered a moderation service if we feel this necessary.
- We will continue to collect internal data for our own purposes and to inform parents of attainment and progress

Catch-up Funding

- Please see data of impact of catch-up funding for Autumn term.
- We're awaiting guidance as to the impact of this term's school closure on catch-up funding going forward but we intend to resume our current plan once we re-open. We may be funded for additional provision – we will await notification of this.
- We are monitoring current levels of attainment and progress since the start of this term but this is challenging to do so remotely. Teachers will once again assess attainment and gaps as a result of school closure and we will then plan the targeted catch-up provision going forward.

Remote provision

- As stated in the governor updates, remote provision is working well. The few children that are not 'attending' or 'engaging' are being contacted individually to see if we can help/support or provide alternative provision. As a result of this contact, some pupils have been welcomed into school currently.
- Teachers are following the planned curriculum for their year group as closely as possible. We will be in a better position to monitor gaps and make plans to address these gaps once we are re-open.
- TAs are contributing to the remote provision when they are not working with the bubbles in school. They are using Teams to teach groups and 1:1; they are making phone calls to check on pupil well-being; they are delivering packs of work to pupils if appropriate.
- Teachers are providing feedback for pupils in various ways.
- Teachers are monitoring progress and attainment as well as 'attendance and engagement' in order to ascertain the learning that has taken place. One concern that teachers have is being able to assess with certainty if a pupil has been able to understand the learning and complete it independently as parents are providing such great support. This will be part of our monitoring focus once we return.
- In terms of access to technology, we have loaned out a total of 16 laptops to ensure that all pupils have access to the remote provision.
- Teachers and TAs have had to put in place a lot of new learning and ways of working incredibly quickly. It has been a huge learning curve for staff and has left some feeling quite vulnerable and anxious. We have called upon internal expertise to support staff where necessary and I'm really proud of all we've achieved!

'I know that there is nothing better for people than to be happy and to do good while they live.' Ecclesiastes 3:12

Safeguarding

- We continue to work as DSLs. There is a DSL on site at all times.
- Child Protection conferences and referrals are going ahead virtually. We currently have 1 child on a CP plan and one on a CIN plan.
- Staff are continuing to follow procedures of reporting any concerns they have to DSLs.
- We are making door step visits or phone calls to those vulnerable pupils who aren't in school.
- Our Remote Learning Policy and Agreement includes procedures for safeguarding procedures and practice online. This is in line with our Safeguarding Policy and Internet Safety Policy.

Staff wellbeing/workload

- Staff report they felt well-informed and consulted during the confusion around the start of January term. Communication has been priority with all new guidance and information being shared ASAP with staff.
- The Risk Assessment reassured staff of procedures in place to focus on their safety.
- Staff meetings are continuing virtually to keep in touch and ensure staff are coping. This includes Team Meetings and TA meetings.
- Teacher workload has increased significantly with the need to re-do and prepare resources, planning, lessons and way of working. This coupled with managing personal circumstances is a big concern. Staff are not able to sustain this level of workload and we need to be very mindful of burn out when we do return.
- TAs report feeling that working their hours when they are in the bubble feels fair and they are happy to be offering remote support as well.
- I have sent a Sweet Treat parcel to all staff to thank them for their work and offer some encouragement to keep going!
- The Assistant Heads are focusing on their class responsibilities rather than leadership roles currently.

SDP Priorities

- We will need to adjust our priorities in light of school closure going forward. We have not been able to provide CPD for staff, opportunities for pupils or monitor as we had planned.
- The main areas affected are RSE and Science.
- It has also impacted on our ongoing monitoring cycle – we have not been able to discuss autumn data with staff or identify barriers and possible ways forward for pupils.

SEND update for Governors

Overview:

- 5 pupils with EHCPs within the school – all within KS2
- 2 further applications for EHCPs in progress – one through RBWM, the other Bracknell Forest Council
- Currently 34 pupils on the SEND register (Autumn data based on the 31 pupils on the register in December) including the 5 with EHCPs
- 9 pupils have a CAMHS, or private, diagnosis of ADHD or ASD (1 pupil with both)
- There are currently 5 SEND pupils on the CAMHS ADHD or ASD pathway (waiting list for assessment)
- Many of our SEND pupils receive support from external professionals including NHS Speech and Language Therapists (SALT service), NHS Occupational Therapists (OT) and the Shine Team (for those with an ASD diagnosis)
- We have ongoing cases with the Early Help team and Educational Psychology Service for several SEND pupils

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School closure – January 2021:

- All 5 pupils with an EHCP were offered a full-time place in school in accordance with guidelines from the Department for Education
- Following discussions with parents, only 1 pupil with an EHCP is attending school and this is on a part-time basis
- 7 pupils with SEND are attending the 'Critical Worker' KS2 bubble at school on a full-time or part-time basis
- Several pupils on the SEND register have been provided with laptops to ensure all can access remote learning
- Within the first week of school closure, parents of pupils with an Individual Education Plan (IEP) were sent the current IEP (with targets) together with a pack of resources appropriate to those targets; for those without printers, the packs were hand delivered
- Remote learning with their peer group remains appropriate for the majority of pupils on the SEND register, with tasks differentiated as far as possible
- For those unable to access their year group curriculum through remote learning, specific resources have been created and emailed and / or hand delivered; additional resources are being provided as needed and work is still expected to be 'handed in' so that progress can be monitored
- Contact with all SEND pupils is expected daily through class registers and through specific sessions/ lessons as arranged by class teachers
- Intervention groups are also running remotely, with TAs providing specific children with sessions on, for example, reading, speech and language, handwriting development, sentence structure and maths skills. These may be 1:1 or small group sessions, and are delivered by TAs on the weeks that that are not in school with Critical Worker bubbles
- Several of our TAs are joining meetings with specialist providers (private and NHS SALT, for example) or liaising with them to continue work with pupils remotely
- A few pupils in the 'Critical Worker' bubble are being supported with OT sessions and 1:1 reading within school, as well as support provided to access the remote learning and differentiated work set by class teachers
- An EHCP provision map has been created to summarise the support which is being offered to pupils with an EHCP plan during the school closure
- Regular contact is being made between families of pupils with SEND and the school (Class teachers, TAs, SENCo), via telephone calls and through delivering of resources; Class teachers and SENCo continue to hold regular discussions regarding pupils with SEND to ensure their needs are being met as far as possible

Liaison with professional organisations / training etc:

- SENCo planning meetings with external organisations such as Educational Psychology, NHS SALT team, the Shine Team and Early Help have continued as normal, albeit through remote meetings; this means we can continue to provide (or timetable) appropriate support for those pupils who need it
- EHCP applications are in progress for 2 of our pupils (Reception and Year 6) and the EHCP process is still being undertaken within the statutory timescales as far as we are aware
- SENCo networking and training sessions within RBWM are ongoing, with recent sessions delivered on changes to EHCP paperwork and EHCP school consultations, for example.
- Training attended by the SENCo is disseminated where appropriate – for example, recent OT and Sensory Development sessions – so that TAs are able to access the current best practice when working with pupils
- Information received from external organisations is shared with parents where appropriate, for example, online parenting courses and workshops (such as an introduction to GEMS - an organisation set up to support young people with ASD and / or ADHD and their families); parents may be emailed directly (for specific families) or offered information via links in the school newsletter.

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