

## Implementing the SEND Reforms: Embedding the SEND Reforms through excellent Structured Conversations practice and process Littlemoor School and Children's Centre, Doncaster

### Background

Addressing the needs of large numbers of children in receipt of pupil premium relating to achievement and readiness to learn, including speech, language and communication needs.

### Context

Littlemoor is a two-form entry infant school located within an ex-mining village, an area of significant social and economic disadvantage.

Around two fifths of pupils are entitled to free school meals – twice the national average – nearly half are entitled to Pupil Premium funding. The majority are White British but with a number of children from Traveller families, some of these are transient.

The proportion of children with SEND is significant but below national average and the numbers with a statement or EHC Plan is broadly average.

The focus of this particular work is to address the speech, language and communication needs, readiness to learn and narrowing the gap.

### Approach

Littlemoor has a committed School Champion and the Head teacher is actively involved in the Achievement for All work. The schools programme is being delivered in a highly effective way and effective implementation of

the SEND Reforms is a priority for the school leaders including the governing body and features prominently in the school development plan.

Through conducting a Needs Analysis, the foci of the Achievement for All work were identified as: implementing SEND Reforms, use of Pupil Premium, use of CPD for teaching assistants to provide extended nurture programmes, and regular termly reporting to governors.

A strategic leadership team, including a named link governor and an extended teaching team works together to drive the work forward. One teacher is doing the NPQML with a project focused on spoken language, which ties in with the focus of the work.

An initial group of 14 target children were identified following discussions with the Head teacher, class teachers and the speech and language therapist in the school.

All staff received training in Structured Conversations during September and October 2014. Parents of the target children were sent letters inviting them to an initial Structured Conversation meeting in January 2015.

Attractive personalised Pupil Passports were produced including recording the views of the children, in preparation for the meeting.

Meetings also took place between the School Champion and the key class teachers prior to the meetings with parents. These meetings ensured that levels of child development, concerns and other issues were discussed by the key staff who would be involved in the

Structured Conversations to ensure all were well informed about children's needs.

Three Structured Conversation meetings took place on the first day of the January 2015 term. Three out of four parents/carers attended and the fourth parent was contacted the next day to pursue the invitation to attend. A further ten Structured Conversations took place in the first four weeks of the Spring Term 2015. Each child in the two key target groups has now been the focus of a Structured Conversation with parent/carers.

Initially staff started the meetings by focusing on how parents/carers could support their child's learning, but it quickly became apparent that a different approach was needed and the staff team quickly responded by moving the conversation to asking the parents to talk about their child's likes, dislikes and interests out of school.

The open dialogue of the conversations informed the production of 'My Support Plans' for the target children. The information collected effectively recorded the pupil and parent voice to determine the 'outcomes for learning' as defined by the SEND Reforms, and which were agreed by key staff, parents/carers and the child.

These outcomes have been transferred to the personalised Pupil Passports to guide all for the child's development during the term.

Key resources, such as high frequency word flash cards have been identified and will be sent home to support parents/carers to follow up with the child at home.

Staff have also identified some specific, in-school interventions to support children's further learning in maths, reading, writing, speech, language and communication.

## Impact

Key staff and the School Champion will evaluate the impact of the implementation of the SEND Reforms and Structured Conversations, on effective engagement of parents/carers, qualitatively and dynamically during the meetings themselves.

## Key Learning

This is a work in progress and the learning will be gathered, recorded and reported at the end of Spring Term 2015.

Baseline data was collected and reported early in the Autumn Term 2014 to enable progress and impact to be measured effectively across maths, reading, writing and speech, language and communications needs.

## Next Steps

At the end of the Spring Term 2015 there will be a 'Reflections on Structured Conversations' between the Head teacher, School Champion, Achievement Coach and key teachers. Further evidence of impact, qualitative and quantitative, will be gathered, recorded and reported. Additional groups are being identified drawing in more children and parents.

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