

Implementing the SEND Reforms: Personalising provision by putting children and families at the centre of their learning Wood End First School, Milton Keynes

Background

Wood End joined Achievement for All to develop whole school processes and procedures to narrow the gap, increase engagement and improve attendance.

Context

Wood End First School is a one form entry infant school in north Milton Keynes with 86 children on the roll. Over a quarter of pupils are EAL, 16% are identified with SEN, and 40% of pupils are entitled to the Pupil Premium Grant.

Wood End started with Achievement for All in April 2013. There is a sustained focus on implementing the Achievement for All framework at whole school level and the school development plan is based around the four elements of Achievement for All. The impact has been strong as evidenced by the school's Raise Online which demonstrates KS1 outcomes significantly above national averages in reading and maths at level 2a and above. Attainment gaps are narrowing, parental engagement has increased and attendance is rising. The school achieved the Quality Standards award in July 2014.

Wood End wanted to continue to develop a personalised approach for each child which is also in line with the SEND Reforms. They wanted an approach which involved parents in provision for their child, where teachers maintain full responsibility, and multi-agency

support is easily converted into an accessible format for all involved to apply.

Ultimately to ensure all working with the child know how best to support. Alongside this, an outcomes focused approach was necessary.

Approach

The school decided to change SEND paperwork to develop one page profiles with an outcomes-focused target sheet as a working document that is used in the classroom, for planning and at weekly progress team and planning meetings:

- Developed an action plan for implementation of this approach
- Decided on a template and set up an IT based system for storage
- Began with Foundation Stage SEN children
- Changed Foundation Stage home visit questionnaire to include questions relating to the one page profile and asked relevant questions at the home visit
- Created a selection of one page profiles
- Added in-school information from teachers, teaching assistants and from pre-school/transfer sheets
- Information was shared with parents at the Autumn Term parents meeting and added to or amended if appropriate
- Shared documents in multi-agency meetings
- Met with Head teacher/Senco to design new paperwork to create a working document, outcome-focused

- The one page profile is on the front, the outcomes-focus plus targets are on the back – these are displayed in the classroom and other relevant documents are attached.
- Documents are used at Foundation Stage weekly team meetings where weekly progress is discussed and plans made for the following week
- SENCo has completed some one page profiles for Year 1 SEN children

Impact

- All staff know what's important to the child and how best to support them
- Supply teachers use the one page profiles to be clear on specific approaches to support children
- There is a focus on Wave 1 QFT provision but with clear links to intervention, e.g. turn-taking
- Everything links together and everybody is kept informed and is clear about what is happening with each child
- Information is displayed in the classroom and shared each week with the relevant staff
- Termly intervention whole school meetings refer to the one page profiles
- There is more consistency with different staff following the same approach as each other
- Increased generalisation of interventions into Quality First Teaching
- Anecdotal evidence is building to support the positive impact – a parent reported that he felt proud of his child; governors were impressed with the work done so far; and a specialist teacher fed back that the One Page Profile was a supportive document that helped everyone understand the needs of the child.

Children feel valued and their strengths are highlighted so the child is seen as a whole person not just for their academic ability. Parents have reported they feel proud when they see such positive words about their children.

Key Learning

The whole school now has a consistency of approach with clear processes and procedures that everyone understands and purposeful documents. The one page profile/outcomes focused target sheet is a working document created by everyone involved with the child and used daily in the class and at all child focused meetings.

Foundation Stage parents have become much more engaged more quickly than in previous years as the school has praised their children and recognised the value for the four years they have had them at home. Parents have felt pleased that they are asked for their contribution as the experts about their child.

Next Steps

- To carry out a pupil voice session
- Hold a staff meeting to introduce one page profiles to all staff across the school and ultimately to roll them out to all children.

Contact Us

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