

Curriculum Coordinators Report

Summer 2024

Name: Katie Davis

Curriculum Area: SEND

Key developments in this subject area over the last year:
-4 EHCPs now in place with 2 x Band 5. -Nurture group formed following Derbyshire support programme for nurture 3-part process. -Daily sensory circuits set up to support children to effectively process, organise and interpret sensory information. -New provision maps designed and implemented which specifically link to EHCP outcomes for necessary children. -SEND pupils using the Forest school space and sensory garden for brain breaks and reset times during classroom times. -Introduction of inclusion on a page to support all children to access lesson content across the curriculum. -One Page Profiles in place for SEND children to highlight positive attributes of pupils and support all staff to meet the needs of all pupils.
Resources purchased to implement the curriculum this year:
- Sensory equipment - Phonics resources to support interventions and whole class teaching. - Currently advertising for TA to further support SEND pupils - Purchased ELSA training: begins Autumn 2025.
Resources used to enhance and enrich your curriculum area throughout school:
- SEND pupils accessing Forest Schools and also taking part in additional sessions. -All staff trained on Developing an Understanding of Autism -TA used to deliver daily nurture and sensory circuits.
The key areas for development in your curriculum area:
-Case studies created to show success of SEND support. -One page profiles, provision maps, first 20% documentation used effectively -Monitor effectiveness of interventions/provision: implement assessment strategies. -Regular teaching assistant SEND meetings. -Zones of regulation introduced across the school.
How you intend to address these? (Staff meeting time, INSET, book look, planning, observation, pupil interviews):
-Weekly SEND time for SENCo -Staff and pupil voice. -Assessment in place for interventions including Boxall profiles, Lego Therapy assessment. -ZoR staff training, learning walks, assemblies, pupil interviews, link with behaviour policy, share with families. -Regular meetings with external agencies. -Working closely alongside the Inclusion Team to develop SEND provision at Aston.
What 3 things have you done in your subject area (this year) that have made the biggest difference to our children's learning?

-Nurture group formed following Derbyshire support programme for nurture 3-part process.
-Sensory equipment and sensory circuit delivered daily.
-A range of CPD delivered to upskill staff including:
Effective writing of provision maps for children on the SEND register.
New provision map template and training to support staff in delivering provision for EHCP children.
Training on inclusion and inclusive classrooms- DCC training (Sonia Jordan)
Autism advocacy training
Quality first teaching vs SEND provision training
Teaching assistant training on using the Boxall profile.
One page profile training.

-Supported whole school phonics training: continuous ongoing monitoring.
-Purchased phonic resources to be used in lesson and to enhance the outdoor area.
-Learning walks and book looks to monitor the implantation of whole class reading.