

## Case Study B

<b>Type of school</b>	Multi-Academy Trust
<b>School Name</b>	School B
<b>No. on roll</b>	453
<b>Age range</b>	3-11
<b>Focus of case study</b>	Developing staff CPD

### The school application to SIAG:

‘Provision for children who are struggling to access the mainstream curriculum.  
 Training and CPD for all staff.  
 How to monitor progress of SEND learners through assessment.  
 Encouraging independence in our SEND learners.  
 Staff retention.  
 Financial implications.  
 Safety and security of our site.  
 Lack of sensory spaces and break out rooms for children who are dysregulated.  
 Parental awareness.  
 Lack of resources that would be beneficial across our whole school.  
 Use of visuals and strategies consistently across our school  
 Staff CPD and training to better support learners with SEND in our setting.  
 Consistent use of visuals and strategies to support or SEND learners.’

### Initial Work Proposal:

<b>Initial consultation meeting:</b> Half a day	Proposed dates <ul style="list-style-type: none"> <li>27<sup>th</sup> June</li> </ul>	<ul style="list-style-type: none"> <li>SENCo and school specific plan development (completed).</li> </ul>
Full day- Rolling CPS sessions throughout the day 45 mins-1 hour per session	<ul style="list-style-type: none"> <li>Tuesday 17<sup>th</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>Sensory regulation CPD</li> <li>Regulation strategies</li> </ul>
Full day- TA Modelling sessions in class	<ul style="list-style-type: none"> <li>Monday 23<sup>rd</sup> September</li> </ul>	<ul style="list-style-type: none"> <li>Practical session with TAs – Modelling how to support in the classroom, meeting individual targets and meeting broader needs in the classroom. Classes to be picked by SENCO.</li> </ul>

<b>Evaluation, Impact and Future Provision Mapping Session:</b> Half a day	<ul style="list-style-type: none"> <li>To be agreed</li> </ul>	<ul style="list-style-type: none"> <li>Summary of work and the outcomes delivered.</li> <li>Opportunity for feedback linked to SIAG outcomes.</li> <li>Shared identification of next steps and signposting support for any identified school-based needs.</li> </ul>
--	--	--

### School Story:

School B were engaged from the start of the process, communicative and organised. During the initial consultation the SENCO was active in shaping the sessions and organising suitable days and times to maximise staff attendance. This enabled the SEN Practitioner to be able to shape a clear proposal of work which met the needs of the school. Two full days of support were delivered in school to TA's.

### Work Completed in School by SEND Practitioner:

Visit 1- Training for groups of TA's on sensory processing, sensory strategies to support SEN in the classroom.

Visit 2- 1:1 sessions with TA's on general SEND strategies including communication, visuals, transitions etc.

A recommendation report was written after the visits were completed and shared with the SENCO. This report was well received and ensured the SENCO had a full understanding of the strategies shared and being used by support staff to be able to continue this work and quality assure the strategies in the longer term.

### Recommendations:

Dear B,

It was great to meet with your brilliant team of support staff on 30<sup>th</sup> September. All five members of staff were knowledgeable, dedicated and absolutely child centred. We talked about general SEND strategies, linking them to examples of children that they support.

I went through the EEF 'High Quality Teaching Benefits Pupils with SEND' The 'Five-a-day' principles with all members of staff as well as the 'Reflecting on Practices to Support Academic Progress - Teaching Assistants'. I have attached both documents for your reference.

I have written some notes to summarise the main topics in our sessions:

### Key worker 1 and Key worker 2:

- We discussed 'Attention Autism' and how this might help students with turn taking.

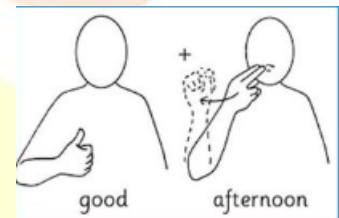
- We talked about sensory processing, further to the training session during the last visit. We looked at examples of suitable sensory activities and the benefits of the sensory circuits for a group of learners in the morning/after lunch.
- Choice boards – linking to sensory activities/brain breaks.
- A consistent break out space would be beneficial – to avoid running the corridors and not having resources such as timers, choice boards to hand.
- I suggested a laminated card with a small window cut into it as a writing ruler to keep handwriting small.
- We talked about the benefits of using the now and next boards consistently as well as task management boards.
- Resources and lesson activities with structure and lots of worksheets/links to websites would help both members of staff. A plan for the day/week with lots of resources that can be utilised when the learners are ‘ready to learn’.

#### G:

- We discussed the consistent use of spot timers.
- Choice boards – linking to sensory activities/brain breaks.
- We talked about having a routine when students are dysregulated – a safe space to go to.
- We talked about the use of the peanut ball and different sensory activities.
- We talked about a communication book for some learners and Georgia said she is setting up a PECS system with some learners.

#### Key worker 3:

- We thought it might be nice if all students use the Makaton sign for ‘good afternoon’ so that all learners can take part in the afternoon register activity.
- We talked about the benefits of the now and next boards consistently as well as task management boards.
- We talked a little bit about Gestalt and the phrase dictionary that key worker 1 has created for one student that she reported to be working well and to try and extend those phrases with lots of modelling.
- We looked at communication cards and symbols.



#### Key worker 4:

- We discussed communication books.
- One-page profiles/key rings for some of the children with SEMH challenges.
- The use of SEMH resource such as HeadStart Kernow’s ‘Brilliant Me’ [Brilliant Me : Headstart Kernow](#)
- We talked about using symbols/communication pages but to keep them accessible and user friendly and to avoid a complex system resulting in it not being effective/useable.

Please feel free to share my email address with your team and to pass on my thanks to them for their time and enthusiasm during both of my visits.

Kind regards,

R

**Other resources:**

SEN Practitioner also shared toolkits on sensory processing and sensory rooms and links to suggested equipment for a sensory room. These were requested resources to support with high levels over sensory needs in the whole school. The SEN Practitioner in discussion with school staff shared the links to Cornwall Council Communication Team

**CPD Feedback:**

How would you rate today's course	What was most useful about today's course?
5	The resources available for the children and the sensory circuits. Sensory assessments and online resources to help.
4	An awareness of why some children may respond/behaviour in a particular way.
5	Understanding each child is different and need different things. Sensory circuit ideas.
5	Understanding that each child has different needs and has different triggers etc.
5	time to understand. Clear understanding of sensory regulation.

**What could be changed or improved about today's course?**

More time - maybe a child specific longer session.  
I would like it to have been longer so that we could have explored more issues in further depth.  
More time to discuss ideas. More training like this please - so helpful.

**Learnings:**

From the feedback from school staff it is clear they felt that the sessions helped them to deepen their understanding aiding better practice in the classroom. Verbally the staff shared how much the sessions impacted their practice with the SEN Practitioner.

The school were proactive and committed to the support from the SIAG service which enabled the time to be used efficiently and get the greatest impact. The school staff were engaged with the SEN Practitioner and had an open mindset. The culture in the school enabled staff to feel comfortable with the in-class modelling and were therefore engaged in trying new skills and implementing them beyond the day of support. The initial application for support was very

broad and included areas not within the SIAG remit. The initial consultation with the SENCO was therefore instrumental in shaping the support to have greatest impact. The SENCO was clear about what the TA's needed support with showing great knowledge of the children within the school.

### **Evaluation:**

- General feedback:

*“Becca saying that the staff are amazing and giving this as feedback was amazing, having a fresh pair of eyes who has seen many schools was so beneficial and someone who was subjective with no emotional tie, no agenda, no bias just there to support. Someone saying wonderful things about the staff was amazing.”*

*“Making support staff realise how vital they are when teachers are teaching, they see parts of a lesson and children the teachers can't always see then make decisions being a team effort. Most important thing about this training was to show and see how important the relationships are with the children. Very grateful to get this opportunity.”*

- Do classroom practitioners state they are more confident around their ability to meet the needs of children and young people with additional needs.

*“Yes definitely.”*

*“Since the training people are more open to asking me questions. Given them confidence to ask and talk about it. This could have easily been rolled out to teachers but run out of time with SIAG team. Teachers heard support staff raving about how good it was.”*

*“Gave support staff a chance to step back and think about specific behaviours and how that linked to the training.”*

- Is there a greater understanding of how a graduated response could be designed, delivered and accessed?

*“They had a good understanding of it anyway and no direct training was completed on this but as a result of the training has enabled people to look at all children in a different way and how this might apply.”*

- Has the service facilitated or instigated changes in practice?

*“Really beneficial- what we aimed to use for was to upskill and empower support staff in key roles but they haven't always had the most training and can be the most vulnerable. It gave them more of an insight about why some of our children behave the way they do, want people to understand children aren't just being 'naughty'.”*

- What support would you need to stop/reduce the numbers of children applying for EHCP's?

*“More funding and more staff that would allow for better provision but specifically no. It was not just about supporting children but also the staff. Showing we appreciate the staff and giving them training and that in turn will support the children better. Staff feeling happy= happy children.”*

- Has there been any direct impact on applications of EHCP's as a result of the SIAG service?

*"Potentially not but because it was around sensory training. Children with high sensory needs were already have an EHCP. Those I am applying for have different needs. But has had an impact on our classroom set up."*

- Has there been any direct impact on exclusions or behaviour as a result of the SIAG service?

*"We haven't had any exclusions since the support, but its more about the children feeling understood, it has allowed staff to step back and think what they child needs and talk to me- having open conversations more about that child. Not a direct impact on behaviour but it's helped spark 'I wonder' type questions looking at it in a different way."*

### **Conclusions:**

This school had a very proactive SENCO who had a clear vision for what she wanted to gain from the SIAG service. This made the process of working with this school very targeted maximising the impact of what was delivered. The work was targeted at training support staff on general SEND strategies and sensory needs. The SENCO wanted to empower the support staff to have more autonomy over their work and to make informed decisions on what the children needed, especially when they became dysregulated. The impact of the training has been seen through the increase in confidence of staff creating a culture of curiosity and reflection. This in turn will positively impact the children as the staff begin to make better decisions and have the confidence to work through and solve problems. The change in thinking was a key theme and indicator of impact in this school. Staff started looking at underlying causes of behaviours they are seeing and then using the training delivered by SIAG to support these children and meet need. This in turn has supported in improving behaviour- even though there hasn't been any direct impact on exclusions the way that behaviour is being viewed is changing and this will have positive impacts in the longer term. The willing nature of the staff to have open conversations ensured the success of the input from SIAG and this was further improved with staff being seen to ask more questions about the children they work with. Being open to trying new ideas is a determining factor of whether the training will have impact in schools.