

Alameda Middle School EHCP Provision Check Report March 2023

SENDAT	SENDCO	Date:
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EHCP Support Audit	Notes
What provision is specified within the EHCP? E1	- The potential impact of sensory issues on the pupil's overt behaviour and wellbeing will be monitored and factored into the approaches of supportive adults towards managing her needs. <i>The pupil has 3 sessions of sensory circuits a week.</i> - All staff will understand the implications of the pupil's areas for development in terms of gross motor and fine motor skills. <i>Teaching staff are made aware through the SEND profile</i> - Staff will provide appropriate direct support with any exercises or practices which may be recommended by relevant professionals in the context of these through a daily sensory circuit or movement breaks. <i>Daily movement breaks are available to her.</i> - Information received from the Physiotherapist or Occupational Therapist will inform monitoring, review and the development of suitable outcomes to meet The pupil's needs. <i>Transferred at the start. New physio and OT reports not requested for annual review.</i> - School will provide the pupil with blue paper to write on and will copy worksheets onto blue paper. <i>Not happening at present. Identified this at the annual review and</i> - The pupil will be given a blue paper copy of any board work to copy from. <i>Not in place.</i>
E2	- The pupil will be encouraged to put on simple items of clothing herself. She requires programmes that break individual tasks into small achievable steps, using backward chaining, where necessary, to develop the pupil's selfcare skills. All activities will also be supported by appropriate visual cueing. <i>As no changing in school focussed on eating skills.</i> - Staff and parents will follow the advice of the school nursing team/Continence Team and dietician with the implementation of a toilet and hygiene programme. <i>Not currently in place.</i> - Staff will follow advice from school nursing team, Continence Team and dietician to provide encouragement to the pupil in order to continue appropriate level of progress. <i>Reports from dietician and continence team are needed.</i>

E3	• Staff will provide adult support for the pupil to initiate conversations with unfamiliar peers and adults in order to increase her confidence and assertiveness skills. The pupil has adult support in 2 lessons across the week to support this. • Staff will mediate between the pupil and peers in situations when her meaning may be unclear, and this is impacting negatively on the interaction or reducing her opportunities to communicate effectively with others and reducing the level of peer interest in continuing the activity. Teaching staff are made aware through the SEND profile • Staff will provide regular modelling for the pupil of effective ways of reciprocating with another. Teaching staff are made aware through the SEND profile • Staff will provide prompts to maintain topic in conversation when The pupil's dialogue lacks appropriate links with the context or topic in hand. Affirmation for the clarity and relevance of her explanations and responses in a range of contexts including her capacity to sustain a coherent narrative which benefits the listener in a conversational exchange. Teaching staff are made aware through the SEND profile • Staff will praise her independence in conversations as support slowly withdraws. • Staff will use a KAGAN approach to encourage appropriate conversation in the classroom environment. The KAGAN approach is no longer used in the school but conversation is encouraged.
E4	• The pupil will receive direct support to develop her understanding of time concepts. Not in place • Staff will provide the pupil with visual timetables to support her understanding of time concepts. The pupil has a timetable in her school planner. • Staff will provide instructions which are direct and concise. They will use The pupil's name as a matter of routine to cue her into listening and promote comprehension of verbal instructions with which she is provided. Teaching staff are made aware through the SEND profile. • Staff will provide frequent checks of understanding of verbal instructions and clarification of her intended meaning in a range of contexts. Teaching staff are made aware through the SEND profile. • Staff will provide direct teaching/small group situations in relatively quiet and distraction free areas of the learning environment to promote more effective language use. The pupil has 2 hours of adult support in lessons a week.
E5	• Staff will prepare the pupil appropriately for changes and transitions. Staff will model calm responses to the unexpected for her and develop her flexibility of thought by introducing her to unusual situations sensitively and allowing her to complete tasks with a range of 'answers' or appropriate means or outcomes. Teaching staff are made aware

	through the SEND profile. • Staff will provide the pupil with the necessary reassurance during any periods of particular upset or distress. As her language capability and emotional awareness develops over time, she will be able to express her feelings verbally more accurately. Teaching staff are made aware through the SEND profile. • The pupil will have visual and practical resources to support her basic emotional literacy. Teaching staff are made aware through the SEND profile. • The pupil will have support which understands the ways in which her physical and language difficulties may exert an emotional impact in terms of frustration. Teaching staff are made aware through the SEND profile. • Staff will provide support for the pupil to develop a more accurate appraisal of risk and sources of potential danger. Teaching staff are made aware through the SEND profile. • Staff will support the pupil in reflecting positively on her experiences in order to reduce anxiety. Teaching staff are made aware through the SEND profile. The pupil has time with a key worker. • The pupil will have appreciation on behalf of staff of the ways in which stresses may build up cumulatively for her and related understanding on their part that relatively trivial incidents may, on occasion, trigger built up anxiety and frustration for her. Teaching staff are made aware through the SEND profile. • Staff will introduce the pupil to a range of potential responses to unexpected situations and interactions which are an inevitable part of school and home life. Not explicitly in place - this could be delivered through keyworker time.
E6	• The pupil will have additional time to process. She will have time to think and process instructions carefully, and the quality of her responses will be enhanced by supportive members of staff engaging with her to give her more time to formulate a response in a variety of contexts when she is expected to respond to verbal instructions. Teaching staff are made aware through the SEND profile. • Staff will provide frequent occasions when she can sit down with books, be read to and directly asked related questions. The pupil is heard read and the school has drop everything and read time. • Staff will use visual resources, such as word mats and writing prompts. Teaching staff are made aware through the SEND profile. • The pupil will have prompts from a supportive member of staff to support her to maintain effective focus on designated tasks. TA support available in 2 lessons across the week. • Staff will use one-to-one interventions to reinforce and help the pupil to generalise

		concepts learned in class. Not in place • The pupil will be taught specific strategies to give her the framework to attempt to spell new words independently. Teaching staff are made aware through the SEND profile. • The pupil will be taught to record her learning in alternative ways, such as dictation, touch typing, voice recording. Teaching staff are made aware through the SEND profile. •
E7		In view of The pupil's language difficulties and their impact upon learning situations, engagement levels and outcomes for her, staff engaged in supporting her will incorporate the following mediation strategies into their work: • Emphasising what she knows and what she does not know as a step towards increasing her own sense of control over a learning outcome; • Encouraging her in basic ways to begin to rate her own efforts and outcomes to develop her early sense of control over learning outcomes, which over time can be built into a strong sense of self efficacy; • As her social interaction skills develop, providing weekly opportunities for The pupil to work with a partner on a basic task and to talk about the things that her partner and herself are doing. • When offering support to the pupil, staff will know when to draw back and enable her to complete a task with an elevated level of independence. They will give her daily time to complete brief tasks which may be particularly favoured or in which she displays particular competence in order to extend, over time, her independent working capability. • Staff will focus on positive experiences, building self-confidence and self-esteem, which will help in the building of independence and help her feel safe to express her views. Teaching staff are made aware through the SEND profile
Is progress evident between ARs? <i>Check before visit</i>	Yes / No / Partially	The pupil joined the school in September 2022 so has only been there for 2 terms.
Is there a personalised timetable in place with all quantifiable provision noted?	Yes / No / Partially	The 2 lessons in which the pupil receives adult support in class are indicated on their weekly timetable. Sensory circuits are in place 3 x week.
Are professional reports up to date?	Yes / No / Partially	Please note, professional reports need to be requested for every annual review.
Does the pupils Learning Plan (ILP/SSP/IEP) reflect the EHCP?	Yes / No / Partially	The pupil's support plan outlines the teaching strategies that are included in her EHCP. It would be beneficial to outline which interventions whether in class or out the pupil will receive to ensure the Section F provision is fully implemented.
Notes from Learning Walk, Book Look, review of work, etc.		The pupil was observed in a history lesson. She was engaged and participating well. The pupil had a blue overlay in her wallet for her reading book. No further additional

		adaptations to the teaching strategies, work or learning environment as outlined in the EHCP were observed.
Pupil Conversation		The pupil showed me their planner and timetable and we discussed lessons she likes. The pupil said that the overlays she has in her reading book really help her. The pupil was regulated and happy to discuss what she was doing.
Discussion with Staff		The SENDco is new to the role and to the school in January 2023. In this time new support plans have been implemented. It had been identified already at the annual review meeting that week that some of the provision such as the blue paper had not been implemented for the pupil. We went through all of the provision and what is in place and the discussed is above in blue. We identified further actions that need implementing as stated below.
Are statutory requirements being met?	Yes / No / Partially	Statutory requirements that need implementing: • School will provide the pupil with blue paper to write on and will copy worksheets onto blue paper. • The pupil will be given a blue paper copy of any board work to copy from. • Staff and parents will follow the advice of the school nursing team/Continence Team and dietician with the implementation of a toilet and hygiene programme. • Staff will follow advice from school nursing team, Continence Team and dietician to provide encouragement to the pupil in order to continue appropriate level of progress. • Staff will provide direct teaching/small group situations in relatively quiet and distraction free areas of the learning environment to promote more effective language use. • Staff will provide support for the pupil to develop a more accurate appraisal of risk and sources of potential danger • Staff will use one-to-one interventions to reinforce and help The pupil to generalise concepts learned in class.
Actions and Recommendations		• To ensure all Section F provision is in implemented. • Request up to date professional reports and implement the suggested strategies. • To ensure all teaching staff are aware of the personalised strategies that must be implemented as outlined in the EHCP