



SENCO: Mr Sam Glover

Date of Report: September 2020

SEN Governor: Glen Mills

Quality of SEND provision in the school over the past 12 months:

We have a well-defined graduated approach that enables early identification to be made in a measured and timely manner. Policy and procedure places the emphasis on quality first teaching so that SEND pupils have access to the curriculum alongside their peers. It is the expectation that teachers modify and scaffold learning accordingly so that wherever possible reasonable adjustments are made to ensure access. We have adopted whole school strategies to ensure the classroom is inclusive. This provision is monitored on a regular basis to ensure any feedback and support can be provided. There is now a central hub for the collection of ongoing evidence, and this ensures that applications for additional funding are supported by robust and authentic evidence against the criteria. The development of our pupil passports has continued and they now include the plan, do, review approach encouraging teachers to take responsibility for the ongoing monitoring of the plans. We feel that this has enabled us to gain a better understanding of children's needs and has allowed teachers to adapt provision according to children's current needs.

SEN Data:

Due to Covid and subsequent cancellation of formalised tests we have no published data for the end of KS1 or end of KS2.

In house testing has also been disrupted by COVID and due to the subsequent school closures we were unable to do Spring and Summer assessments. We intend to use the new assessments systems this academic year to produce measurable data.

Throughout the COVID period teachers have continued to use formative assessment for all pupils on the SEND register.

SEND Profile of the School:

Year	No. on record	SEN and Disadvantaged	SEN and EAL	SEN and MEO	SEN and traveller	SEN and CIC	SEN and male	SEN and female
2016/17	17	6	5	6	1	0	13	4
2017/18	13	6	3	5	0	0	11	2
2018/19	16	6	4	4	1	1	12	4
2019/20	33	16	2	2	2	1	21	12
2020/21	33	17	3	2	2	1	23	10

Year	Non SEN	Total SEN	KS1 SEN	KS2 SEN	SEN Support				EHCP			
					Communication and Interaction	Cognition and Learning	Physical/ Sensory	Social, Emotional and Mental Health	Communication and Interaction	Cognition and Learning	Physical/ Sensory	Social, Emotional and Mental Health
2016/17	190	17	6	11	4	2	1	5	2	1	0	2
2017/18	179	13	6	7	5	2	1	4	0	0	0	1
2018/19	181	16	8	8	7	3	2	2	0	0	0	2
2019/20	142	33	16	17	11	14	0	5	1	0	0	2
2020/2021	141	33	11	22	15	11	0	7	1	0	0	3

Analysis

- Significantly more boys than girls.
- Cognition and Learning and Communication and Interaction are our largest areas of need. WE have decided to have a SLT screening in EYFS by SLCT to be able to identify early and identify strategies that we can use to help
- We now have 4 children with EHCP's in the school as a child has joined our Reception class with an EHCP. We have submitted and are awaiting two more.
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Progress and Achievement of SEN children in the last 12 months:

- Progress and attainment continue to be an issue for SEN children nationally. Due to COVID and subsequent school closures and cancelation of exams it has made it increasingly difficult to measure progress and attainment for our SEND pupils.
- We hope to fully implement the new assessment procedures during this academic year to demonstrate the progress made by all children including SEN.
- Plans in place for amendment to pupil passports in case of further school closures

Identification and Assessment of SEN children:

- Children who have involvement from an outside agency or we are actively looking to involve an external agency.
- Children who have SEMH needs that impact on their ability to engage with school life and require repeated additional support/ intervention.
- Children that we are putting in place support that is "above and beyond" high quality teaching.

All children on the SEND register have a Pupil Passport, identifying their strengths, needs and preferred style of learning. It is important that we are clear about what the issues are and know that we are addressing them with our provision.

Accessibility Arrangements:

No changes

SEND Provision Arrangements:

We ensure that high quality teaching for all pupils is at the forefront of our teaching ensuring our SEND children are part of focus groups during teaching so any misconceptions can be addressed at the time.

The school has adopted whole school strategies aimed at making our classrooms inclusive to all, such as; reducing clutter and only having relevant information (in small steps) on display; ensuring easy access to resources; using flexible groupings; displaying daily visual timetables and using modelling, recasting and expanding when responding to children's linguistic errors

The school provides a range of interventions that can be carried out by both the class teacher and ta. These include; Wellcom; Talk Boost, Colourful Semantics, Daily Reading, Phonics, Inference training, THRIVE and Precision Teaching.

Staff SEND resources for the year 2020/21:

The school currently employs 10 teaching assistants; who work with children with EHCP's, support learning in class and run interventions. We have a Pastoral Support Lead who provides support for all our SEMH children and their families. 4 of our teaching assistants work 1:1 supporting children with EHCP's. So that the most important aspects are taught early and give time to be built on we have placed most of our TAS in Early years and Year 1.

Complaints relating to SEND:

None

SEND CPD arrangements for 2020/21:

- Teaching assistants have had training in Talk Boost, Colourful Semantics and Makaton
- Teaching assistants are having training in Attention Autism
- TA's receive briefings and training from subject leaders including Maths/ English and Curriculum Leaders.
- TA's have personalised performance management meetings at which targets are set for the year ahead. These targets are reviewed mid and end of year and are monitored through drop-ins/ formal observations and progress of interventions.

SEND and Parent Partnerships:

- Bookable appointments available for parents morning and afternoon
- SENDCo to meet with class teachers to write and review Pupil Passports annually
- Parental input to Pupil Passports – 3 times per year
- Parental input to EHCP's
- SAF meetings termly for specific children
- EYFS lead to attend pre-schools for children due to start in EYFS

Impact of external agency/ school links to improve provision:

- Cluster meeting termly to discuss children at risk of permanent exclusion or children requiring EHCP and to discuss outside agencies available
- SEN transition meetings with pre-schools – meetings attended by EYFS teacher for children due to transition to Coniston.
- Speech and Language Therapists to carry out screening for our EYFS class
- 3 liaison meetings per year with Speech and Language therapists to discuss children and recommend strategies to support

Other new initiatives to improve the quality of SEND provision:

- Adaptation to Pupil Passports to ensure the Graduated Approach is embedded in our practice
- Whole School SEND strategy booklet
- Performance management targets to relate to SEND provision
- SEND Review (November 2020)

Next Steps:

- Analyse whole school data when it is available to give overview of SEND performance
- To continue to develop inclusive practice
- To research identification and assessment tools for each area of SEND need.
- SEND Review to take place in November 2020
- THRIVE to become a whole-school approach to support children with SEMH needs