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Live, Love and Learn Together"

SEND SEF/ Information Report to Governors 2020/21

This review covers the period of September 2020 to January 2021. The school has experienced a period of turbulent staffing and leadership. SEND provision has been maintained during this time. The period of COVID 19 lockdown has also presented challenges for SEND pupils and their families. 5 out of 6 EHCP pupils attended school during the first lockdown period and benefitted from smaller, more pastoral provision. Currently all EHCP pupils are in school. During the current lockdown, SEND pupils and educationally vulnerable pupils have been identified and supported to attend school where numbers have allowed. Provision for SEND pupils at home has been provided by the teacher including personalised learning tasks, Google meet sessions with parents to discuss learning ideas and referrals for additional support and assessment where this is still possible.

Pupils on roll 145 EHCP 6 (Above National and over school tipping point.) SEND- 26 SEND 22% (Above Nat)

Efficient Use of resources : *effective*.

- There is a robust and costed provision map now in place it is used consistently by all staff shared with parents and reviewed with parents. This occurred in November by telephone and all IEP's were posted to parents for their information.
- The provision map provides a clear overview of the identified needs in the school. It is a working document and shared with staff and is available on the school IT system.
- Any areas of concern are addressed and information regarding SEN pupils is shared with staff and used to inform next steps following monitoring.
- Comprehensive assessment data- Teacher assessment, Reading age scores in KS 2, Spelling age scores, Phonic assessments support accurate and early identification of children with additional needs in close liaison with the Assessment, completed half termly.
- School uses a wide range of data to identify barriers to learning. The effectiveness of classroom teaching is taken into account before an assumption of SEND is made.
- School will make use of its own SEND Screening tools to support SEND identification. These will need to be purchased from the school budget. These will be completed by the SENCO and will help support the identification of SEND and area of need:
  RENFREW; To identify possible Expressive and Receptive language needs.
  BVPSS- Non-verbal assessment of underlying ability and language skills.
  TVPS: To identify possible Visual processing difficulties.
  CTOPPS-2- Screener for phonological needs. (Dyslexia).
  Memory; Long/short term memory difficulties.
  SANDWELL Maths; Maths Age to indicate possible maths difficulties/dyscalculia.
- Interventions that are used have a positive impact and these are tracked half termly by the SENCO.

Precision Teach	Whole School
SALTS	Whole School
ELSA	Whole School
LEARN TO MOVE	Whole School
NURTURE PROVISION	Whole School
TOE BY TOE	Year 3 – 6

Power of 2 Numeracy Year 3-6

- Evidence from observations shows that interventions are well delivered and support staff are highly skilled with a clear understanding of the needs of the pupil and the impact of the intervention but they must be delivered with greater consistency to have a greater impact. This is now in place and TA's can show evidence of consistent implementation and some impact of intervention to Dec 2020.
- There is a graduated approach to intervention. Class, group and 1:1 support is balanced.
- The SENCO completes focused impact-based case studies. These are used in a reflective manner to improve intervention as well as demonstrating progress made.
- The use of alternative provision is rarely used. (Never accessed within the last 5 years)
- School use a range of data to identify barriers to learning – including types, rates and patterns of bullying (2019-2020/ Autumn Term 2020 no incidents involving SEND pupils). Levels of attendance for pupils with SEND (2019- 2020) Whole School SEND attendance 94.2% NON-SEND Attendance: 96.9%.). Whole school attendance and attendance of all vulnerable groups has improved, vulnerable group attendance is
- Exclusion data in monitored by the SENCO. In the period 2019-2020 there were 2 fixed exclusions for 1 pupil with identified SEMH and EHCP. This pupil and family are on a CP plan. During the Autumn Term there were 2 fixed exclusions for 1 pupil who has an EHCP. In agreement with the LA and Inclusion team there is now a reduced timetable which has been increased. (Exclusion ANALYSIS DOCUMENT)
- All pupils if excluded have an SEMH support plan. Further exclusions would lead to a PSP and increased intervention in partnership with parents. There is 1 PSP in place and 1 SEMH plan in place for 2 KS1 pupils.
- Robust transition procedures are in place so that identified pupils' needs are met.
  1:1 meeting with SENCOs from Preschools and Secondary Schools.
  Meetings with Reception Parents May/June.
  Enhanced transition visits agreed with reception/Secondary schools.
  Yearly transition 'Moving Up Day'.
  Identified 'vulnerable' pupils received Social Story with photos. Completed Annually.
  'Keeping you in Mind' cards sent to identified pupils during the Summer Holidays.
- The return after Lockdown transition was very good- teachers were able to teach their new classes and spend time with vulnerable pupils. School will consider how to replicate this.
- Key Attachment Adult Identified'. Engagement with pupils and families is highly effective. Transition in September was replanned and target pupils were supported from July to ensure the start of school was positive and well managed. The impact of this was all pupils by the start of Week 2 in September were identified for intervention and being supported in school.
- Parents and carers are fully involved in structured conversations about their child including assessment and identification of SEND need. Parents complete a questionnaire prior to school SEND meeting to discuss next steps for their child.
- Parents are made aware of courses both locally and nationally. Additionally, parents are offered information on impartial advice such as SENDIASS.
- Pupils with SEND will be fully involved in whole school pupil voice and make a contribution to their IEP.
- Pupils with SEND have full opportunities to attend afterschool clubs. (When offered)
- School uses a variety of person-centred tools to support outcomes;
  - one-page profiles.
- The SENCO is trained in delivering Person Centred Review and facilitates these for the 6 pupils with EHC Plans.
- Parents are able to request meeting with the SENCO to discuss a variety of issues and support offered has included: -

Counselling	Housing	Relate	Young Carer support	CAMHS
Family support Service	MOSAIC	Health	Homestart	WAVES

Personal Development, Behaviour and Welfare: *effective*.

- The school has a highly effective holistic approach to SEND. Provision is responsive to the needs, development and well-being of pupils.
- Pupils with SEND receiving SEMH intervention make good progress. This evidenced in the good behaviour of pupils and in the most complex cases their successful inclusion within all aspects of school life and learning.
- Rates and patterns of exclusions are not disproportionate SEND. They reflect the complex SEMH needs of pupils and the agreed reduction in timetables and graduated return has been supported as the correct response by the EP and LA inclusion team in both cases.
  - Attendance of SEND pupils is closely monitored. SEND Attendance Autumn 2020 97.5%
  - Part-time timetables are used rarely. This is agreed as part of a multi-agency planning meeting with the involvement of parents. Attendance is increased as rapidly as possible following regular reviews. (2019-2020) 1 pupil with SEMH on a reduced timetable. This pupil had an EHCP and the SEN team agreed a reduced timetable. This pupil is now attending full time and accessing learning in the classroom more than 50% of the time.
  - School operates outstanding safeguarding procedures. Staff are vigilant, highly consistent in implementing policies, procedures and practice.
    HT and 2 DSLs.
    Whole Staff Updates: Sep 2020.
    CP 2020: - 2 CP Conferences: - 4
    CIN: - 0 CIN Meetings: - 0
    LAC: - 0 PEP: - 0
    LAC Reviews: - 0

Outward Facing.

- Outside agency support is engaged appropriately and advice is used to positive effect to secure outcomes for the most complex/vulnerable pupils.
- SENCO has an excellent knowledge of the different agencies acting as the lead professional/liaising with agencies to achieve positive outcomes for families.
- The SENCO is a Local Authority SENCO Champion offering support to new SENCOs in post.
- The SENCO is working with the LA SEND project.
- The SENCO is a regular panel member for the LA in EHC request assessments.
- The school is outward facing and regularly engages critically with developments in practise.
- Staff CPD has been identified as an area of need- staff have received training in Precision teach and fine motor skills. Further support from the inclusion team is being used to support understanding of dyslexia and teaching of spelling using metacognition.

Intervention SEND Data Sep to Dec 2020

EYFS: Interventions Precision teach, Give me 3, Fine Motor, SALTS and Target children for writing and daily reading.

Sep Baseline Com/Lan	Dec 2020	Sep Baseline Maths	Dec 2020	Sep Baseline PSE	Dec 2020	Sep Baseline GLD	Dec 2020
43%	57%	43%	57%	29%	57%	43%	43%

Year 2: Interventions Precision teach, Give me 3, Learn to Move, SALTS and Target children for writing and daily reading.

Reading TA	Writing	Maths
83% ARE 5/6	50% 3/6	50% 3/6

Year 6: Interventions Precision teach, daily target reading, Maths Intervention daily, Comprehension intervention x 3.

Reading TA	Writing	Maths
20% 1/5	0	40% 2/5