** Shaldon Primary School**

**SEND Annual Report – FEBRUARY 21-FEBRUARY 22**

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| **SCHOOL POLICY AND PROCEDURE** | | | | |
| When was the SEN policy last reviewed and when will it be reviewed next?   * Who is involved in reviewing the policy? * Does the policy reflect and meet needs of pupils? | The new ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020. It is currently undergoing review in January 2022.  SENDcos with the board will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice.  It includes our principles and vison for our SEND pupils, key duties of the school in regard to the 2015 code of practice and the requirements schools must undertake for all SEND pupils.  Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school’s accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website.  The ACE SEND policy also includes a glossary which governors may find useful. | | | |
| Describe the progress on any parts of the School Improvement Plan relating to SEN | **Key actions 21/22-Impact for SEND pupils**  Staff training for new TAS – phonics interventions, S&L training, pre-reading for developing reading comprehension and fluency in KS2  Speech and Language training took place in September 2021 and will be revisited end of March 2022  All children have SMART IEPs which are reviewed and updated at the end of each half-term. These are shared with parents a, support staff and the children themselves. Children now have their own child-friend IEP target card which they cross-reference in school, during lessons. At the beginning of lockdown, all children with IEPs were reviewed by teachers, who met with parents and discussed how provision would be adapted in line with home learning.  Provision mapping has enabled us to group children for interventions according to level of need and specific barriers. Each class has a Class Provision Map which outlines all interventions that are running, with clear entry and exit data, enabling us to track the effectiveness of all interventions that are running.  HLTA leads weekly SEND meetings with other LSAs – all of whom bring along folders of evidence of interventions and impact for children with SEND. This then leads into a review meeting with SEN lead/SENCo and KS leads  CPD sessions focus on quality teaching – particularly reading for fluency in order to access a wider curriculum and use of EPM in Maths to promote reasoning and mastery skills for all children, including SEND.  Weekly SEN monitoring conducted by SENCo (TH) leading to actions and feedback to class teachers and KS Leads  JS follows up with KS leads on accounting for progress and support for SEND at weekly SLT meetings  **Key Lines of Enquiry for 21/22 (see SEND action plan)**   * *To what extent has COVID impacted on the progress of our SEND children and how we will ensure more rapid progress this Year?* * *How can we continue to deliver and timetable impactful interventions under the infection control measures?* * *How are we ensuring that our SEND pupils receive a rich, broad and engaging curriculum?* * *How well is the school planning for and developing independence?*   Throughout lockdown, our children with SEND were able to access a broad, engaging curriculum. LSA support is adapted so that children are either supported in class or receive intervention support to catch up. During periods of school closure, SEND child accessed daily bespoke Zoom lessons which addressed individual target areas. Case studies and parent feedback has corroborated what we feel was an excellent offer, under difficult circumstances.  Pre-reading interventions and gap tasks are set for children with poor memory retention, so that they are better able to process the volume of knowledge taught within our subject enquiries.  Additional IT equipment is provided to meet the needs of children who struggle with motor control, so that they can type up extended written work.  Our SENCo has worked 1:1 with our EHCP children during lockdown, in order to update parents on pupil progress and support these children’s SEMH needs during a time of considerable disruption.  Accelerated Reader is promoted as a means for promoting reading for pleasure, whilst tracking SEND reading progress, and has proven highly successful.  Wider opportunities provided for SEND children to represent their class in school and trust-wide initiatives, such as meeting governors, acting as school council representatives and Eco-Council representatives.  Throughout our curriculum enquiries, there is a school-wide strong focus on public speaking and all children presenting learning in front of a wider audience. This has given a clear focus and source of inspiration for our SEND children, to be able to present their knowledge without the additional barrier of having to.  The record of SEND children’s learning has improved, with journals and books now demonstrating a balance between a broad and balanced curriculum and specific target work. Evidence of intervention work now sits alongside this wider curriculum work and work is better differentiated for SEND. | | | |
| How does the school identify children with special educational needs? | The identification of children with special educational needs will include one or several of the following:   * Outcomes (identified in progress Meetings and ongoing assessments) * Class teacher’s assessments and observations * Concerns expressed by the parent * Children with significant social and emotional challenges that are disrupting or preventing children from learning * School and national assessments * Liaison with the child’s previous setting, other school or agencies involved * Referrals from other agencies | | | |
| How many children in the school have special educational needs? How many EHCPs are in place? | | **Areas of need** | **Number of pupils-28 (13%)** | **PUPILS WITH EHCP- 2** | | --- | --- | --- | | General Learning Difficulties/Global Delay/Cognition & Learning (Cognition and Learning) | 12 | 1 | | Specific Learning Difficulties: Dyslexia, Dyspraxia (Sensory & Physical) | 8 | 1 | | Speech and Language and communication (Communication & Language) | 8 | 1 | | Social, mental and emotional health (SEMH) | 5 | 0 | | ASC (Austistic spectrum) | 3 | 1 | | Hearing Impairment | 1 | 0 | | Visual Impairment | 0 | 0 | | Complex Physical Medical Issues | 3 | 0 | | Behaviour plan | 4 | 0 | | | | |
| How many children have met the exit criteria and no longer need that support? | 7  One child with an EHCP left us in July.  We have also submitted 2 further requests for statutory assessments and we feel optimistic that these will be granted. We have not added children who were lower attainers and slipped further behind as a result of the lockdowns. | | | |
| **ONGOING AND DAILY SUPPORT FOR PUPILS** | | | | |
| How are pupils with SEN ensured access to the curriculum? | * Inclusive Quality First teaching * On-going training and support for teachers and TAs to ensure they have the skills to meet varying needs within the class (Inset training and CPD in Spring Term) * Individualised plans that identify small steps for progress * Individual timetables (often visual) * Scaffolded/supported learning in class * Additional learning sessions eg pre-teaching * Interventions (early morning 1:1/afternoon sessions with TA) * Pastoral/Thrive support * Use of additional adults-TAs who scribe for pupils with physical barriers * Physical support eg adapted chairs/dyslexia coloured acetates/laptops for extended written work * Multi-sensory learning * Speech programmes * Memory programmes * Sound systems * External training for teachers and TAs from specialist health practitioners * Memory programmes | | | |
| What are the targets for children with special education needs ? | Targets are set on an individual basis. This takes into account the child’s needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed half-termly and parents discuss progress towards the targets at the end of each half-termly cycle.  Throughout the lockdown period we have ensured that home learning is appropriate and differentiated. We have regularly checked in with every child on the register and maintained exceptionally good communications with parents. | | | |
| How are interventions timetabled so that children are receiving additional support? | Our curriculum is designed in order to allow time for pre-teaching in reading and fluency practice in mathematics. This is an opportunity for our practitioners to address specific learning barriers in order that they access a broad curriculum with confidence and expertise, often ahead of their peers. Quality first teaching is our priority, with our teachers prioritising SEND children for targeted group work within the classroom. Additional practice of key skills or knowledge is then picked up later that same day, with interventions taking place before lunch or after lunch.  Our wrap-around care is staffed by highly skilled teaching assistants, who whenever possible will support children with reading and home learning tasks.  Some children on our register receive early morning interventions beginning before the normal school day. In addition, we run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin one to one interventions at these times too. Other reading interventions also start during morning activities. Rapid Reading, Rapid Phonics and precision teaching take place every morning. | | | |
| How are staff deployed to ensure progress for SEND pupils? | Staff are deployed dependent on the individual needs of the children. Some children at Shaldon require 1:2 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.  We currently have 1 HLTA and 8 LSA’s (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. We also have a Pastoral Lead who supports many of our SEND children. 1 LSA provides 1:1 support for a child with an EHCP who has significant global delay. | | | |
| **PROVISION, INCLUDING STAFFING FOR SEND PUPILS** | | | | |
| Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | All children are on a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed.  IEPs are written every half term and are shared with the child and parents who have an input into the plan.  The SEND register is reviewed termly by the SEND team (JS/TH/CS) Where children are not responding well to a plan or intervention, we adapt the provision.  We have explored the use of an online tool-www.provionmapping.co.uk with SENDcos across the Trust to see if we can ensure greater consistency and effectiveness within our practice. We transitioning over to this platform and training for staff in using the online IEP format took place 24.01.22. | | | |
| How are school resources deployed?   * How many LSAs * Any external support * Equipment and any adaptations | Resources are deployed dependent on the individual needs of the children. Some children at Shaldon require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.  We currently have 1 HLTA and 8 LSA’s (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. We also have a Pastoral Lead who supports many of our SEND children. 1 LSA provides 1:1 support for a child with an EHCP who has significant global delay.  We have allocated laptops for children with specific physical barriers to learning, sound systems to enable children with hearing impairment and a staffing rota to ensure that there are staff available who can support a child with significant medical needs, involving blood sugar readings and food weighing.  External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such at Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child’s needs are fully met and any advice given taken on board. | | | |
| Are there any budget/resource issues in terms of SEN provision? | The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. In September 2021 we received a top-up for one of our EHCP pupils. We are currently applying for EHCP funding for a child with ASD and ADHD.  We sought grant funding to pay for sound systems needed for children with hearing impairments and staffing for a child with medical needs comes from the school’s own staffing budget. | | | |
| **PROGRESS FOR SEND PUPILS** | | | | |
| How is SEND progress monitored? | * Ongoing assessments by class teachers and TA supports * Use of entry/exit data for specialist programmes and interventions * Use of FFT and tracking facility to look at progress * Class flight paths and teacher mark books * On going monitoring and observation plan/peer reviews * Observations by external agencies and ed.psych * IEP meetings and half-termly review meetings with parents * Trust-wide SEN monitoring from Trust SEN lead * SEN Co attends regular network meetings across the trust and externally, and leads on subsequent monitoring activities * Key Stage Leaders and Subject Leaders carry out half termly reviews of SEND provision in subject-specific lessons as well as tracking of ILP provision and impact | | | |
| How is progress for SEND pupils measured? | Teachers at Shaldon continuously monitor the progress of all children and this will be reviewed on at least a half-termly basis. If a child is having universal provision the child’s progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child’s progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings, if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child’s teacher at any point through this process and they are also able to contact the SEN Team to find out any information on their child’s progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA’s leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child’s needs come under the remit of SEMH then we will use the Boxall Profile to guide us.  Children with SEND at Shaldon are attaining above the national average for non-SEND, however they are not achieving in line with non-SEND across the school. This is a key priority for us and staff at all levels have been set targets to ensure there is accelerated progress in closing the gaps.  Our new SEN Lead works in school two days a week, and her time is prioritised in KS1, in order to ensure that gaps in learning are closed rapidly, so that children are better able to progress in line with their peers as they move through the school.  Since the new headteacher and SLT team were formed in Sept 2019, progress and attainment for SEND have increased significantly, compared with data from 2018 and 2019. With the appointment of a highly experienced SENCo, TH, we expect the tighter monitoring and provision for SEND children at Shaldon to have even further impact. | | | |
| What Progress are SEND children making? | 2021 Results-No. of SEND children | Reading ARE | Writing ARE | Maths ARE |
| End KS1-2 | 100% | 100% | 50% |
| End KS2-5 | 80% | 80% | 80% |
| **STAFF TRAINING AND OTHER AGENCIES** | | | | |
| Has the SENCO undertaken the necessary training? What training  has the SENDco taken part in the last year? | The SENDCo attends all forums and LA meetings and has the support of other SENDCos with the area and the trust. The SEND Co will undergo training in January 2021 although receives significant support from our trust wide network of SENCos and trust SEN Lead.  In addition to our SEND Co, we have in school an SEN Lead, Chloe Shimell, who joined us in January 2022. | | | |
| Have the relevant staff members received appropriate training? What training have they undertaken over the last year? | Tom Hodgson has effectively rolled out training in school to all staff over the last year. In addition, we have a system of continual support for teachers and TAs. Our HLTA works closely with the SEND team, and holds weekly TA meetings on Monday afternoons, in which all TAs bring along IEP targets, intervention evidence and progress evidence for SEND children they work with. This session allows for sharing of best practice and also identifies further training and support needs. Areas of training need are fed back and addressed by the SENDCo and SEND Lead. Examples of where additional training has been provided following up on TA meetings includes:   * Live lesson modelling of in-class intervention support * Parallel teaching inputs and elicitation – modelled by JS in a Year 6 lesson * Phonics training (for all staff, led by TH and JS) and interventions – modelled by JS and TH, has carried out team teaching alongside TAs working with SEND * Speech and Language support from Emma Drummond (SALT) * Reading fluency training * Pre-teaching interventions   Staff training provided by Tom Hodgson has included:   * Support for parents of children with SEND * Speech and Language * Positive Behaviour Management for pupils with SEND * Phonics training (supporting the lowest 20%) * Graduated Response Training * Weekly teacher check-ins to discuss IEPs, provision maps, interventions and support.   Online learning completed throughout the year includes:   * Equality and Diversity * Listening skills * Mental Health Awareness | | | |
| Which external agencies and support agencies are the school working with and how well is this working? | We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.  We also buy in support from Kate Anthony, Educational Psychologist, as well as signposting from our local Inclusion officer and our local Educational Welfare Officer. The SEND Local authority advisor is scheduled to meet three times a year with the SENDCo. These meetings involve sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. | | | |
| **WORKING WITH FAMILIES** | | | | |
| What communication strategies are in place for parents/carers of children with SEN? | As part of our ethos, we have an ‘open door’ policy in which parents are able to discuss any issues / concern or have questions answered as the occur.  Alongside this we have official meeting times, these are as follows;   * Half-termly meetings to discuss IEPs * EHCP annual review meetings * Parents evening meetings * Meetings arranged by appointment when necessary * Parent / Educational Psychologist / Class Teacher meetings   Recently we have made a link for SEND parents available on our website. TH collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative. See: <https://www.shaldonprimary.org/send-home-learning> | | | |
| What do parents say about the provision offered by the school? | Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents. Over the Summer lockdowns we ensured all our SEND children were offered places in school. Parents acknowledged the great efforts all staff went to, to deliver appropriate and relevant lessons. They appreciated our continued support and accessibility across the academic Year. Feedback from our Year 6 leaver parents and carers was particularly positive as children moved on to the next stages of their education with many successes achieved in what has been the most challenging year in school for them. TH has conducted a parent survey of SEND parents and the feedback identified the effective work we have been doing to build strong home/school relationships.  *X has received incredible supporting throughout his time at Shaldon School and throughout the lockdowns with his Speech and language. In year one Mr Hodgson played a huge part in ensuring that the SALT aspect of X’s learning was continued even though support from the local SALT was not due to staffing issues. I can’t thank the school enough. Amazing team.*  *The support my child has received since starting year 1 has been exceptional. Thank you.*  *We have been really pleased with the work he’s been involved with this term and the different ways you’ve engaged with him. He’s a much happier child and wants to be involved with his schoolwork more so than in the last 2 years. X and I really appreciate the efforts you, Lisa and the team have given to X to make this happen.* | | | |
| **REVIEWING SEND ACROSS THE YEAR** | | | | |
| What is going well? | The appointment of Tom Hodgson, working alongside Chloe Shimell (SEN Lead) has been highly impactful in ensuring accountability at all levels for the progress and communication of progress. Tom and Chloe both liaise well, with parents regarding pastoral, SEMH and learning needs.  Range of remote learning interventions has been hugely successful in supporting children with SEND at Shaldon.  Further successes include:   * The renovation of a former meeting room into an intervention space therapeutic and intervention room * A confident and experienced SEND team. * A well-qualified and knowledgeable SENDco who knows our SEND children’s needs * Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants who benefit from on-going support and training * Pre teaching-particularly successful in Years 3,4, 5 and 6 * Implementation of the graduated response * Autumn term SEND review with much to celebrate * New SENDCo appointed Dec. 2020 * Lockdown learning and 1 to 1 online interventions for SEND pupils * Outdoor learning provision has been significantly improved * Sports Enrichment activities provided for SEND children through the Dartmoor Sports partnership * Specific sessions in the school allotment have been scheduled for SEND and PP children * Use of funding through government subsidy and grants for catch-up tutoring through the NTP scheme (starting March 2022) | | | |
| What is going less well and needs to be part of a SEND action plan? | * A few SEND children falling behind as a result of parents not engaging over lockdown * COVID has meant that some training has been problematic to carry out * COVID has created mental health concerns for some of our SEND children * Staff training around support and positive engagement with parents of children with SEND | | | |
| How has the school supported SEND pupils over the lockdown period? | We are prioritising SEND pupils in terms of offering school places but also ensuring that contact is frequent for those children staying at home. Teachers are differentiating learning which is timely and challenging where children are at home. The SEND link is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary.  Further support for SEND children during lockdown includes:   * Daily interventions for phonics, maths fluency, speech and language * Additional 1:1 check-ins * EHCP children have had in-depth interventions with SENCo and SEN Lead when in school * IEPs tailored to remote learning * Transition handover meetings for part time attending SEND children, between school staff member and parent, to ensure continuity of support between home and school * EP has carried out remote assessments for several children, followed up by meetings between SENCo, parent and class teacher * BCPs updated for specific children attending school, in line with Covid behaviour policy annexe * SEND Home Learning Support page set up on our school website * Weekly home visits for some SEND children– welfare checks carried out, plus handover of paper copies of work and additional resources | | | |