

## 2020 – 2021 Report to governors on SEND

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### 1. School profile for SEND

Currently, there are one hundred and seven pupils at St Mary's CE Primary School. Presently, eleven of these are on the Additional Needs Register at SEN Support (this means they will be reported on the school census as SEND pupils). This is eleven percent of the school population. Of the ten pupils, one has an Education, Health and Care Plan (EHCP) (less than one percent); thirteen are receiving Special Education Needs (SEND) support (ten percent).

The breakdown of SEND pupils by year group is as follows:

|                                     | Communication and interaction                        |                                | Cognition and learning                               |                                | Social, emotional and mental health difficulties     |                                | Sensory and/or physical needs                        |                                |
|-------------------------------------|--|--------------------------------|--|--------------------------------|--|--------------------------------|--|--------------------------------|
| Year Group<br>(Total No. of Pupils) | No. of pupils with this need<br>(%age of year group) | No. of pupils with an EHC plan | No. of pupils with this need<br>(%age of year group) | No. of pupils with an EHC plan | No. of pupils with this need<br>(%age of year group) | No. of pupils with an EHC plan | No. of pupils with this need<br>(%age of year group) | No. of pupils with an EHC plan |
| <b>KS1</b>                          | <b>2</b>   |                                | <b>1</b>   |                                |  |                                |  |                                |
| <b>KS2</b>                          |  |                                | <b>5</b>   |                                | <b>2</b>   | <b>1</b>                       |  |                                |

**Communication and interaction** includes conditions such as: Asperger's, autism and speech and language conditions. **Cognition and learning:** moderate learning difficulties (MLD), specific learning difficulties (SLD), dyslexia, dyscalculia and dyspraxia. **Social, emotional and mental health difficulties (SEMH):** attention-deficit/hyperactivity disorder (ADD/ADHD), attachment, challenging behavior. **Sensory and/or physical needs:** visual and/or hearing impairment, multi-sensory impairment, physical impairment.

### 1. School profile for SEND (cont.)

As well as the eleven children classified on the School Census as receiving SEND Support or with an EHCP, there are thirty-four children receiving some form of intervention; thirty-three percent of the school population.

The breakdown of pupils with some form of additional need is as follows:

|                    | Communication and interaction | Cognition and learning | Social, emotional and mental health difficulties | Sensory and/or physical needs |
|--------------------|-------------------------------|------------------------|--|-------------------------------|
| Number of children | 10                            | 19                     | 3  | 2                             |

### 2. Identifying pupils with SEND

The SENCO has produced a document entitled 'Identifying and Meeting SEND at St Mary's CE Primary School'. This was presented to staff during a staff meeting in September. It has been revised following discussions with school staff and following consultation with Steve Smith. The revised document has been discussed at a staff meeting on November 17<sup>th</sup> 2020.

Alongside this document is a timetable for assessments for the year 2020 – 2021. This details the dates by which certain assessments should be carried out. These assessments will supplement the ongoing teacher assessments that take place throughout the year.

All children who are receiving some form of additional support, are now recorded on the 'St Mary's Additional Needs Register' (ANR). This replaces the old SEND Register, as it ensures we are able to monitor and track *all* the children receiving some kind of intervention to support their learning in school.

The SENCO met with each member of staff in late September/early October to discuss the needs of the individuals in each class and this information was used to populate the ANR. There will be meetings to discuss the individuals, their progress and their future needs, in each class every half term.

### 3. Progress made by pupils with SEND

The majority of interventions in place are supporting children who have issues with their reading and writing. In order to support the children with the mathematics curriculum, maths interventions happen as soon as possible after the maths lessons and are in place for *all* those children who require support with that area.

The literacy interventions tend to follow the recommendations from the local authority SEND advisors. The majority of the teaching assistants are experienced in delivering these interventions. The interventions include phonics support; fine-motor exercises; writing programmes, specialist reading support as well as auditory and visual memory exercises amongst others.

Every term the SENCO will meet with each class teacher to discuss the progress of the children on the ANR and any further concerns the teacher may have. This discussion will include looking at the individual's work, as well as relevant progress data. The goal would be to ensure that the children are making progress at a rate similar to the others in their year group. The first round of meetings was held in September and early October, following an SEND staff meeting. The next round will take place before Christmas to monitor progress and discuss any concerns.

The following data is taken from the Fischer Family Trust Data for the school. It should be noted that the KS1 progress data is based upon progress from EYFS to end of Year Two, These are estimates, as there is no correlation between attainment at EYFS and Year Two.

| Attainment (what pupils achieved) and progress (how much they improved) of pupils with SEND compared with pupils without SEND 2020 |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| End KS1  | Reading                                 |   | Writing                                 |   | Mathematics                             |   |
|  | Number who met age related expectations | Number making expected or better progress | Number who met age related expectations | Number making expected or better progress | Number who met age related expectations | Number making expected or better progress |
| SEND pupils (2)  | 1                                       | 0   | 0                                       | 0   | 1                                       | 0   |
| Non-SEND pupils (10)   | 10                                      | 8   | 9                                       | 8   | 9                                       | 9   |
| All pupils (12)  | 11                                      | 8   | 9                                       | 8   | 10                                      | 9   |
| NB: No progress data for one child as they were not with us in EYFS, so for progress the number of pupils is 11.                   |   |   |   |   |   |   |

| Attainment (what pupils achieved) and progress (how much they improved) of pupils with SEND compared with pupils without SEND 2020 |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| End KS2  | Reading                                 |   | Writing                                 |   | Mathematics                             |   |
|  | Number who met age related expectations | Number making expected or better progress | Number who met age related expectations | Number making expected or better progress | Number who met age related expectations | Number making expected or better progress |
| SEND pupils (2)  | 1                                       | 2   | 0                                       | 2   | 0                                       | 2   |
| Non-SEND pupils (14)   | 14                                      | 11  | 14                                      | 11  | 14                                      | 13  |
| All pupils (16)  | 15                                      | 13  | 14                                      | 13  | 14                                      | 15  |

#### 4. Update on the school's implementation of the SEND system

For full details, please refer to the document 'Identifying and Meeting SEN at St Mary's CE Primary School'.

##### How the school is implementing cycles of the graduated approach.

Each term, the SENCO will meet with the teaching staff and class teaching assistants if appropriate, in order to review the progress of all pupils, identifying those who are not making the appropriate progress and ensuring that suitable provision is in place.

All paper work, designed to support staff with the effective recording and monitoring of additional provisions in school have been reviewed and revised where necessary. These were also presented to staff at the beginning of the new school year and have been implemented consistently and effectively in all classes.

##### Information about any statutory assessments for EHC plans that have been submitted to the local authority (LA) and the outcomes of these

We have one pupil whose statutory assessment for an EHC plan has been completed by the local authority. This has recently been reviewed and the specialist teacher for the North Locality has visited school to review the progress of this child.

## 5. SEND funding

The amount that the school currently receives is supplemented by the main school budget as it is insufficient to meet the needs of the children. The main element that would be lost if the school did not supplement the SEN funding is the level of teaching assistant (TA) support we currently have. TAs timetables are generally taken up with providing a higher level of support during lessons to those children who are unable to access the curriculum, for reasons such as difficulty reading, writing or gaps in their language skills. There is also a high level of TA support in those classes where there are children with a high level of social, emotional and mental health needs.

## 6. Staff development

All members of staff have been made familiar with the new SEND documents. They have contributed to their development and the documents have been revised. Following the staff meeting on the 17<sup>th</sup> November 2020, I have reviewed staff SEN folders and the new SEND documents are in place and being used consistently in all classes.

We are currently reviewing the storage of electronic documents, and now that all staff have access to the SIMS registration and pupil data application, documents are beginning to be transferred to this program.

The SENCO recently met with Steve Smith, School Improvement Manager for the SAST, to review the work carried out. This was positive and highlighted that the work being done is constructive and is developing meaningful processes throughout the school.

The SENCO and the Headteacher took part in an online meeting with the Head of the North Dorset Locality, Jane Cottee and the North Dorset Educational Psychologist, Emma Cook, to discuss how the Local Authority has restructured SEND provision and support. The main impact of this will be that services should be easier to reach and support from agencies quicker to respond to requests from schools. There will also be no charge for assessments carried out in school.

Due to the pandemic, we have had delays to some of our staff training programmes. The Higher Level Teaching Assistant (HLTA) training is now underway for one TA. The Emotional Literacy Support Assistant (ELSA) training for the new TA employed last year will not begin until March 2021.

## 7. Work with external agencies

This year we have worked alongside a number of agencies in order for us to better meet the needs of our children:

- Dorset Special Educational Needs Support Service (SENSS) has changed the way in which its services are organized. The provision has been moved to a number of localities throughout the county. We are in the North Dorset Locality. The central idea was to make services more accessible to schools, in order that support is more readily available. Another benefit is that the team can get to know the children in more detail as they will remain working in this area.
- Dorset SENSS, through Jane Cottee, has conducted a review of a child in Year Six to help us to focus support in his final year in school and ensure he is better prepared for his transfer to secondary school. She has also supported the school by carrying out an observation of our child with an EHCP, in order to support us with his EHCP review and preparation for transfer to Year 6.
- We have also made arrangements with Jane to come in and conduct two detailed assessments of children in Year 4 in January.
- We have accessed support from the School Nurse team, in order to work with two children in EYFS who have issues with toilet training. Their work has supported us in ensuring the provision for the children is consistent at home and in school. There have been improvements already.

## 8. Work within the SAST SEND Coordinators Thread Group

This group meets termly and discuss a range of issues that are common across all the schools in our multi-academy trust. There have been no major actions since March, due to the COVID restrictions.

## 9. Headlines from meetings between the SEND co-ordinator (SENCO) and the SEND governor

Working with the SEND governor has provided a level of clarity to all the documents that was not always there. When you are working within the system, one does not always remember to ensure there is clarity for those who may not be familiar with the systems and the language to be used. Thus, the SENCO has been able to revise the documents to make them clearer and more explicit in places.

Overall, SEND provision in the school is good. This is evidenced in the progress made by the SEND children at the end of KS2 compared to the progress of children without SEND. Both of the two children with SEND in Year Six at the end of the summer term made expected progress, one made better than expected progress in reading. The apparent lack of progress made by the two children in KS1 can be put down to the children not being in school since March (while the majority of the Year 6 children did return to school for part of the summer term) and one child who suffers from a global learning delay; she is the subject of one of the applications for an EHCP assessment.

What has been the impact of the changes made so far? The changes that have been implemented this term will have an impact on the children's progress that can only be measured in the longer term. We are coming to the end of the first term, and during the meetings between the SENCO and the class teachers, we will be able to gauge the impact of the changes to the SEND systems on the progress of the children so far. We have two requests for an EHCP assessment currently being completed and the necessary evidence is provided by consistently completed paperwork. These will show the plans and provisions that have been put in place and their effectiveness at meeting those children's needs. This why there is a need for consistent and manageable paperwork that follows a clear hierarchy and structure that is now in place and clear to follow.