

2021 Report to governors on SEND

1. School profile for SEND

Currently, there are one hundred and three pupils at St Mary's CE Primary School. Presently, seventeen 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 seventeen percent of the school population. Of the seventeen pupils, one is currently undergoing an assessment for an Education, Health and Care Plan (EHCP).

In Dorset, the average percentage of pupils at SEN Support is 14.6% and the average percentage of pupils with an EHCP is 4.1%. Nationally, the percentages are 12.2% and 3.7% respectively.

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 (Total No. of Pupils)	No. of pupils with this need (%age of year group)	No. of pupils with an EHC plan	No. of pupils with this need (%age of year group)	No. of pupils with an EHC plan	No. of pupils with this need (%age of year group)	No. of pupils with an EHC plan	No. of pupils with this need (%age of year group)	No. of pupils with an EHC plan
EYFS (14)	1 (7%)							
Year One (14)	4 (29%)		2 (14%)					
Year Two (14)								
Year Three (17)	1 (6%)		1 (6%)					
Year Four (10)							1 (10%)	
Year Five (16)	1 (6%)		2 (13%)		1 (6%)			
Year Six (18)	1 (6%)		1 (6%)			1 (6%)		

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 seventeen children classified on the School Census as receiving SEND Support, there are thirty-three children receiving some form of intervention; thirty-two percent of the school population.

The breakdown of pupils with some form of additional need, but not receiving support at the SEN Support level, is as follows:

	Communication and interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Number of children	4	23	6	0

2. Identifying pupils with SEND

The staff at St Mary's continue to identify children with SEND using the document 'Identifying and Meeting SEND at St Mary's CE Primary School'. Alongside this document is a timetable for assessments for the year 2021 – 2022. This details the dates by which certain assessments will be carried out. These assessments will supplement the ongoing teacher assessments that take place throughout the year.

The SENCO has worked with all the class teachers to discuss the progress and the needs of the children in each class. Any concerns about progress were shared, including where these concerns have come from the parents. Interventions were discussed and the class teachers have now put in place support for each of these children.

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, it ensures we are able to monitor and track *all* the children receiving some kind of intervention to support their learning in school.

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 2020 - 2021

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. The next round will take place before Christmas to monitor progress and discuss any concerns.

Progress made by pupils with SEND – Key Groups (End KS1 & end KS2)

Attainment (what pupils achieved) and progress (how much they improved), from Year 1 to Year 2 (end KS1), of pupils with SEND compared with pupils without SEND 2021

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 (1)	0	1	0	1	0	1
Non-SEND pupils (15)	13	8	12	11	15	12
All pupils (16)	13	9	12	12	15	13

There was only one child with significant SEN needs in Year 2. Parents did not want a request for an EHCP to progress and an assessment by Dorset SENSS was held instead. While he is not achieving at the level of his peers, he continues to make good progress through one to one support in school, in essential areas such as phonics and reading. This is not supported at home. There are two other children who are not operating at the same level as their peers and they have not made the same progress as their peers. Interventions supporting them in areas such as phonics and reading have not accelerated their progress. These children will be discussed in the SEN planning meeting with Dorset SENSS, further strategies will be sought and detailed assessments may be carried out.

Attainment (what pupils achieved) and progress (how much they improved), from Year 2 (end KS1) to Year 6 (end KS2), of pupils with SEND compared with pupils without SEND 2021

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	1	1 (No data for 1)	1	2
Non-SEND pupils (14)	12	11	12	10	12	10
All pupils (16)	13	13	13	11	13	12

The child with an EHCP made better than expected progress due, in part, to the consistency of support provided. Teaching assistants were redeployed following lockdown to ensure there was consistency of care for our most vulnerable children. While the SEND pupils may not have achieved age related expectations, they did make expected or better progress.

**Attainment (what pupils achieved) at the end of EYFS, of pupils with SEND
compared with pupils without SEND 2021**

EYFS Year Group	Reading (Comprehension & word reading)		Writing		Mathematics (Number & numerical reasoning)	
	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
EYFS SEND pupils (2)	0	NA	0	NA	0	NA
EYFS Non-SEND pupils (12)	8	NA	8	NA	8	NA
All EYFS pupils (14)	8	NA	8	NA	8	NA

There are six children in this group who have difficulties in the classroom. The majority of these have been due to the Covid restrictions; they have missed the final terms of their nursery education and a further term in EYFS. Two children have severe issues acquiring and using language. They have been assessed by the Speech and Language Team and programmes put in place. Sufficient progress has not been made by these children, again due to the lockdowns. These programmes will continue in the next academic year (2021-2022). Social group, reading and phonics support has been in place for small groups of children, depending upon need (see provision maps).

Y1 SEND pupils (0)						
Y1 Non-SEND pupils (13)	11	10	11	10	12	7
All Y1 pupils (13)	11	10	11	10	12	7

There were no children on the SEN register in Year 1. However, during the SEN reviews between class teacher and the SENCO in September, we will review reasons for the lack of progress of key individuals to determine if further interventions need to be put in place.

Attainment (what pupils achieved) and progress (how much they improved), from Year 2 (end KS1) to current year, of pupils with SEND compared with pupils without SEND 2021

KS2 Year Group	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
Y3 SEND pupils (2)	2	2	0	2	2	2
Y3 Non-SEND pupils (8)	8	7	6	6	6	6
All Y3 pupils (10)	10	9	6	8	8	8

The two children at SEN support in Year 3 both made good progress. Two children did not make suitable progress in two key areas. Interventions focused on literacy skills, with a focus on reading skills (reading support, phonics, writing groups) for those reading below the expected level. While one is operating below ARE, this may have been in part to social and emotional issues that arose post-lockdown. This will be reviewed during the SEN reviews between class teacher and the SENCO in September. One child can be removed from SEN register and put on to provision map.

Y4 SEND pupils (6)	1	3	1	4	2	5
Y4 Non-SEND pupils (12)	12	11	9	8 (No data for 1)	11 (No data for 1)	10 (No data for 1)
All Y4 pupils (18)	13	14	10	12	13	15

SEN children largely made good progress, although are still not yet achieving ARE. Only two children did not make expected progress in more than one area. One has since been diagnosed as having ASC. He was also given a full assessment by Dorset SENSS during the lockdown at the beginning of 2021. One has suffered social, emotional and mental health issues since the first lockdown. His needs will be reviewed during the SEN reviews between class teacher and the SENCO in September. Again, interventions focused on literacy skills, with a focus on reading skills (reading support, phonics, writing groups) for those reading significantly below the expected level. While not reading at the level of their peers, all those at SEN Support made more than thirteen months progress in the ten months from September to July. The data suggests further interventions should focus on writing.

Y5 SEND pupils (3)	2	0	1	1 (No data for 1)	1 (No data for 1)	1 (No data for 1)
Y5 Non-SEND pupils (14)	13	11	12	12	10 (No data for 1)	11
All Y5 pupils (17)	15	11	13	13	11	12

One of the children at SEN Support in Year 5 joined at the beginning of the year and there is no progress data as yet for him. Of the other two, one has made expected progress across all three areas. The other still has significant difficulty in accessing the curriculum. A request for an assessment for an EHCP was declined as she had made some, all be it limited, progress in her visual perception. Interventions with visual and auditory processing will continue as per her SEN support plan amended following a review of her needs by Dorset SENSS during the spring term lockdown. Interventions included one to one support in mathematics and English, allowing her to make accelerated progress across the year, as evidenced in her books. Only one other child in the year group did not make expected progress in all three key areas and her progress and possible interventions will be discussed during the SEN reviews between class teacher and the SENCO in September.

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 meets 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 is reviewed and revised where necessary. These are being used by staff consistently.

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 (in EYFS) whose statutory assessment for an EHC plan has been carried out by the local authority and we are waiting to receive the first draft of this plan.

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

We are pleased to say that one of our teaching assistants has successfully achieved the Higher Level Teaching Assistant (HLTA) Award. A valuable recognition of her hard work across many classes and with many of our children.

Another of our teaching assistants is now a qualified Emotional Literacy Support Assistant. She is now able to support some of our children facing emotional difficulties, both in school and at home.

Our teaching assistant, who specialises in speech and language interventions, is working closely with teachers across key stage one and the Dorset speech and language team.

The SENCO regularly takes part in an online meeting with the Head of the North Dorset Locality, Jane Cottee and the North Dorset Educational Psychologist, Emma Cook. This is to discuss the needs of children about whom we are most concerned and what further steps can be taken with their support.

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), through Jane Cottey, has conducted a number of SEN assessments of children in order to help us to better meet the children's needs.
- We worked successfully with the School Nurse team, to support two families for whom toileting was an issue. This has resulted in significant improvements and both children are able to be independent in school.
- We have had several visits from the Dorset Speech and Language Team to work with children in key stage one. Several children have started school with severe delays in their basic language skills, which makes learning in the classroom very difficult. They have worked closely with the class teachers and teaching assistants to develop a series of programmes to help develop their language skills at a more rapid pace.

8. Work within the SAST SEND Coordinators Thread Group

This group continues to meet termly and share resources and ideas to support the SEND provision across the Trust.

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

Graham (SENCO) met with Dick Bennet on Friday 19th November. We discussed the SEND report and the figures within. We then looked at a typical SEN folder for a class. We looked at the Record of Additional Need for that class and the data it contained. There was evidence in the folder of the discussions between the SENCO and the class teacher regarding the children on the record; the progress they had made and the next steps to be taken. Each child on that record had a section in the folder in which records are kept and the evidence showed that these are updated regularly. The only area that needs to be reviewed is the parent view section. Should these be completed by the parents with the class teacher or with the SENCO or independently?