

Annual Send Report for Governors

1. SEND profile for the last 12 months

- a. Following extensive assessment, consultation and development of our internal 'graduated response' our SEND, numbers have increased from 5 to 17. See Appendix A for supporting materials. This is 11% of the school population
- b. SEND needs broken down:

Learning & Cognition	Social Emotional & Mental Health	Communication & Interaction	Physical & Sensory	SEND Support	Education, Health & Care Plan	Pupil Premium	Boys	Girls
13	3	1	0	17	0	8	13	4

2. Statement regarding overall quality of provision for pupils with SEND

- a. Provision for SEND has improved this year with an HLTA working with pupils for 4 afternoons a week. We will be expanding this provision next year to 4 full days. This will support the SENCO, who is also the Head teacher, in ensuring there is better provision and consistency in delivering interventions.
- b. Differentiated teaching for pupils has improved but more work needs to be done to scaffold and support independent learning and to raise expectations from children and staff for what they can achieve.
- c. Eight of the pupils have benefitted from Pupil Premium funding which has supported their personal development. This is reflected in the Conduct, Learning Emotion, Social and Sensory (CLESS) assessments that show and improvement in scores for some pupils.

3. Achievement of pupils with SEND

- a. See Assessment Point 3 Headline Data. Summer 2.
- b. SEND progress has been better than last year. However, only one pupil has met Age Related Expectations (ARE) for one subject. The low attainment is unsurprising given the number of children with a primary need as Learning and Cognition. However, some children could and should be doing better.
- c. Neither the Year 6 or Year 2 pupil achieved ARE in the Key Stage 1 or 2 SATs

4. SEN Policy

- a. This will be amended following the creation of our Graduated Response document

5. SEN information report on school website

- a. This will be available on the website at the beginning of the Autumn term

6. Statutory assessments

- a. No Statutory Assessments have been carried out

7. Accessibility plan

- a. No updates to report

8. SEND budget and spending

- a. The 'notional' funding for SEND, based on last year's October census of 5 SEND pupils was £? This went towards the cost of the HLTA, PiXL phonics programme, Fine & Gross Motor Skill Programme and some physical resources.

9. Staffing for SEND

- a. As outlined above

10. Interventions

- a. PiXL Primary Code (phonics for KS2 pupils)
Language for Thinking (developing reading comprehension skills)
Colourful Semantics (teaching oral and written sentence construction)
Write from the Start (fine and gross motor skills to support handwriting)
Fresh Start (reading programme for KS2)
Numicon resources (physical resources for Maths skills)
Bespoke programmes (including PiXL therapies) to individual needs

Teaching Assistant support for differentiation
- b. Where the interventions have been carried out consistently there has been progress from individual children within the intervention. These skills have not necessarily been transferred back into the classroom.
- c. Most interventions offer value for money if they are specific to the needs of the child (not just off the shelf), are consistently delivered and always carried out with the expectation that the child will do well. More needs to be done to ensure this is the consistent practice across the school.

11. CPD for SEND

- a. All staff received two hours training from an 'Outreach Worker' from the Unicorn School, Abingdon – a specialist school for dyslexia – and the SEND HLTA visited the school for some follow up work and observations of good practice

12. Pupil Voice

- a. During an assessment of a pupils for SEND, a 'Pupil Voice' activity is carried out. The information the pupil shares is included within the Pupil Profile.

13. Parent/Carer voice

- a. As with the pupil voice, parents and carers are asked to feed in to the Pupil Profile writing and contribute to the positive comments, difficulties and strategies section as well as reflect on the school suggestions for short and long-term targets.

14. External agencies

- a. Speech and Language Therapists have been supporting with the assessments, report writing and strategies for some pupils. These have been effective in offering staff with interventions and approaches to support for pupils with Speech and Language needs. Some of these pupils have made great progress, including one who passed his Year 1 phonics test.

15. Complaints relating to SEND

- a. There have not been any complaints.

16. Any other developments regarding SEND

- a. We are hoping that the restructuring of our daily timetable to include 25 minutes Making it Stick/Effective Marking Feedback and 20 minutes of Personalised Learning Time (PLT) will lead to more bespoke support for SEND pupils.

17. Are there any concerns regarding provision for pupils with SEND

- a. Provision for SEND pupils could and should have been better over the last couple of years. Having the head teacher as SENCO has meant that it has not received the time it should have, until this summer term. There is now a much more systemic approach to identification of SEND in place and the quality of the provision, monitoring and reviewing of SEND will be much better from September. The creation of the SEND HLTA role will have a significant impact.

OUR AMBITION IS TO BE AN OUTSTANDING SCHOOL

Graduated Response to Identification and Support of SEND Pupils		
<p><i>A child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made.</i></p> <p><i>A child is considered to have a learning difficulty or disability if s/he:</i></p> <p><i>'has a significantly greater difficulty in learning than the majority of others of the same age; or</i></p> <p><i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'</i></p> <p><i>(Code of Practice 2015, para xiv)</i></p>		
	Quality First Differentiated Teaching	
	↓	
Teacher/Parent concern	Attainment & Progress Less than Expected <i>e.g. National (SATs) and Internal (PiXL) Assessments</i>	Outside Agency Concern <i>e.g. National (SATs) and Internal (PiXL) Assessments</i>
	↓	
	Extra Support <i>Designated Teacher Time Teaching Assistant Support SENCO advice</i>	<i>Universal Element Funding (AWPU)</i>
	↓	
	SENCO Formal Assessments: OCC SEND Guidance Checklists <i>Pupil Voice</i> <i>Conduct, Learning, Emotional, Social and Sensory Assessment (CLESS)</i> <i>Comprehensive Test of Phonological Processing (CTOPP2)</i> <i>British Picture Vocabulary Scale (BPVS)</i> <i>Cognitive Assessment Test (CAT)</i> <i>Self Image Profile</i> <i>Digit Memory Test</i>	
	↓	
Referral to Outside Agency <i>e.g. Educational Psychology Service, Early Intervention Hubs, Speech and Language Therapist</i>	Pupil Placed on SEND Register Communication and Interaction (C&I) Cognition & Learning (C&L) Social, Emotional and Mental Health (SEMH) Sensory and/or Physical (S&P) <i>Pupil Profile written with Parent and Pupil</i>	Signposting to Parent Support Agency <i>e.g. SENDIASS, Local Community Hub</i>
	↓	
	Additional to and Different from Interventions <i>These run for a 'seasonal term'</i> <i>Informed by assessments & agency reports</i> <i>e.g. PiXL Therapies, Primary Code, Talk Boost, Fresh Start, Colourful Semantics</i>	<i>Targetted Element 2 Funding (£6000) (& sometimes Specialist/ Personal Top-Up Funding above £10,000)</i>
	↓	
	Pupil Profile Review <i>Completed at the end of each seasonal term with SENCO, Teacher, Parent and Pupil</i>	
	↓	
	Application for Education, Health & Care Plan <i>This will only be considered after two or three cycles of Pupil Profile reviews</i>	<i>Specialist/Personal Top-Up Funding above £10,000</i>