

Special Educational Needs & Disabilities

SEND End of Year Report for the Governing Board - 2019-2020 academic year

(Please note - End of Spring Term/Summer Term disruptions due to COVID-19)

SENCo: Lorraine Clarke

SEND Governor: Hilary Austin

SEND register

- 23 children are on the SEND register – compared to the start of the year, this has reduced by 1 (24 originally).
- All, apart from one (22), are at 'SEN Support' stage.
- We have 1 EHCP – Education, Health Care Plan funded at Band 2. However, we will soon have another child who will have an EHCP – this is currently being drafted by County. Therefore, 2 children with EHCPs.
- 1 child also has medical funding for home tuition due to her currently being unable to attend school.
- In September, I am already aware of 3 children joining us in reception, who have SEND.

Year group	SEND (all) Number of pupils	SEND Girls	SEND Boys	Pupil Premium / LAC
R	1		1	
1	0			
2	2	1	1	1 Post LAC
3	5	2	3	2 Post LAC / EHCP
4	3	1	2	
5	5	1	4	1 PP / EHCP
6	7	4	3	1 PP
TOTAL	23	(9)	(14)	(2 PP / 3 Post LAC)

Total number of children on roll: 218

Total number of children with SEND: 23 (11%)

Area of need (based on their primary area of need):

	Need	Total number of needs for category
Cognition & Learning <i>Specific Learning Difficulty (SpLD)</i> <i>Moderate Learning Difficulty (MLD)</i> <i>Severe Learning Difficulty (SLD)</i>	8 SPLD 6 MLD	14
Social, emotional and mental health needs (SEMH) <i>Emotional and social difficulties; may also be seen through challenging behaviour.</i>	3 SEMH	3
Communication & Interaction	2 ASD 2 SLCN	4

Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)		
Sensory and/or Physical needs Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD).	1 HI	1
Medical (Requiring regular monitoring/intervention)	1 Med	1

- *Secondary needs would include further SLCN, SEMH & MLD*

Please note that although the SEND register are children with higher needs, I also have a register for children who are on the 'watch list' (not quite SEND). When required, I also see these children individually/in class and put any necessary temporary action plan in place to support them. Ideally, this may prevent them moving on to the SEND register. They are often part of wave 2 (group) intervention groups. This is part of the graduated approach.

Children I have on my 'watch list':

YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
4	5	4	4	12	5	3	37

Children are put on the watch list automatically if they are EAL (English as an Additional Language), have traveller status or require an IHP: Individual Healthcare Plan. Therefore, it then just highlights these groups.

In total (watch list or SEND list) -

IHP = 6 children
EAL = 10 children
Traveller = 5 children

Additional provision (wave 2 & 3):

Additional provision/intervention programmes that have taken place this year:

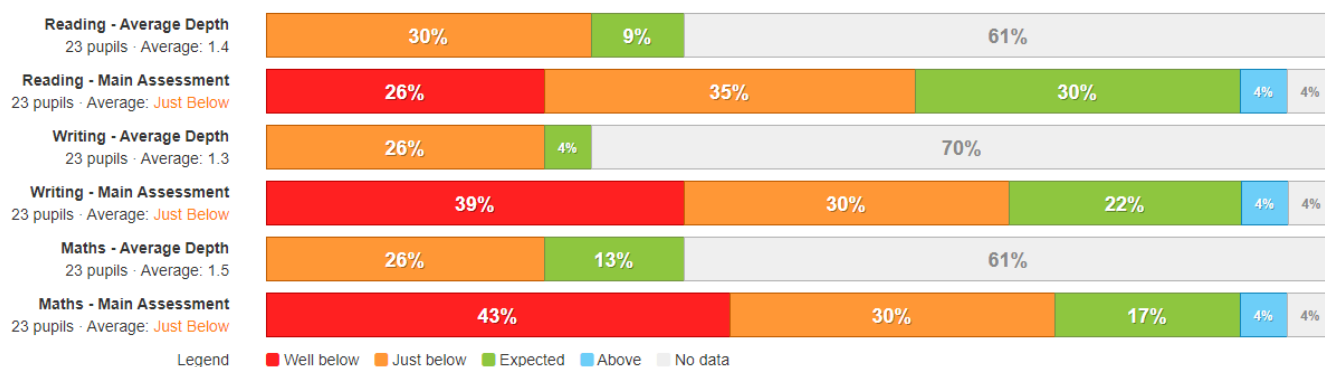
- Speech and Language plans (1:1)
- KS2 Rapid Reading / additional AR reading / Beanstalk (all 1:1)
- Reading comprehension group (including focus on vocabulary)
- Precision teaching (High Frequency Words – sight words) 1:1
- Phonic booster groups / 1:1 / ILI & Toe-by-Toe phonics programme
- Rapid Maths / Maths booster group
- Rapid Writing (group) / writing booster (group) / writing coaching
- Pre-teach vocabulary (group)
- Personalised spellings (1:2)
- ELSA (Emotional Literacy Support Assistant) 1:1
- Occupational therapy exercises / Nurture support 1:1
- Emotional support – by the PFSA (Parent Family Support Assistant) or SENCo – 1:1
- Access to Clicker 7 app on Chromebooks to support extended writing
- In class support 1:1 / strategies in class to support Autism / emotional needs / sensory needs
- Times table group
- Download diary sheet 1:1/indep.

Data is collected at the end of each term; this helps to monitor progress and allows time for SENCo to have discussions with TAs/LSAs who are delivering the programmes. Programmes are adapted when necessary and advice given to TAs on different strategies to try etc.

SEND attainment/progress –

For this year, due to COVID-19 disruptions, end of year data has been taken from end of Spring Term. There is no Summer Term data available due to the majority of children not in school.

Attainment overview:



Combined Attainment in 6 Subjects



Not including 1 EHCP child (within the red/below category – separate chart) & also 1 child in reception as different curriculum 'no data'. This data available later.

Reading Progress Matrix:

2019-2020 Aut Main Assessment	2019-2020 Spr Main Assessment				
	No Data	Below	Just Below	On-track	Gtr. Depth
	No Data				1 pupil - 4%
	Below	6 pupils - 26%	2 pupils - 9%		
	Just Below	1 pupil - 4%	6 pupils - 26%	1 pupil - 4%	
	On-track			6 pupils - 26%	

Writing Progress Matrix:

2019-2020 Aut Main Assessment	2019-2020 Spr Main Assessment				
	No Data	Below	Just Below	On-track	Gtr. Depth
	No Data				1 pupil - 4%
	Below	9 pupils - 39%	2 pupils - 9%		
	Just Below	1 pupil - 4%	5 pupils - 22%	3 pupils - 13%	
	On-track			2 pupils - 9%	

Maths Progress Matrix:

2019-2020 Aut Main Assessment	2019-2020 Spr Main Assessment				
	No Data	Below	Just Below	On-track	Gtr. Depth
	No Data				1 pupil - 4%
	Below	8 pupils - 35%	1 pupil - 4%	1 pupil - 4%	
	Just Below	1 pupil - 4%	2 pupils - 9%	5 pupils - 22%	1 pupil - 4%
	On-track		1 pupil - 4%	2 pupils - 9%	

'Average Depth' points to be developed later on with new tracking system, which will give a more precise score of progress.

SEND budget (£500 for the financial year):

The following resources have been purchased from the SEND budget this academic year:

- Rapid Maths set 1.
- Coloured overlays for reading (support for visual stress / Dyslexia for some)
- Exercise books with blue/green paper (support for visual stress / Dyslexia for some)
- Stabilo pens
- Numicon set for year 3
- 1 minute sand timers
- Write from the Start (pencil control/fine motor skills programme)
- Scanner Reader Pen
- Rapid Maths (stage 2)
- Tinted paper exercise books (lined and squared)

SEND Training this year:

- DSL Autumn Briefing (SENCo/HT)
- Working together to safeguarding children, update (SENCo as DDSL)
- Annual SEND Conference: (SENCo) & South West Conference (SENCo)
- Somerset Inclusion Audit Meeting (SENCo)
- EP Pyramid Cluster Meetings (SENCo)
- SENCo Network Meetings (SENCo)
- Pre-teach vocabulary intervention training (TA)
- Dyslexia training (TA)
- Dyslexia refresher (staff meeting)
- Self-Harm (TA)
- Bereavement (TA)
- Sensory Processing Difficulties (TA)
- Loss & Bereavement – ELSA training
- ELSA Supervision Sessions (ELSA)
- Emotion coaching parent workshop with Andy Leafe (parents)
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- DSL Spring Briefing (SENCo/DHT)
- Behaviour Management Training (training by EP – TA & SENCo attended)
- Numicon & Clicker 7 app/Chromebook TA training (by SENCo)
- Sensory Processing Difficulties (staff meeting/teachers – by SENCo)
- Autism in Girls (training by EP – TA attended)
- Various online training by agencies and EP (COVID impact, transitions back to school etc).
- Teams/Zoom virtual meetings for SENCo Supervision sessions/EP Pyramid/ MHST discussion/webinars by Somerset LA) etc.

External Agency involvement this year:

- Speech & Language Services
- Parent Family Support Advisor (PFSA): support for non-academic issues
- Occupational Therapy (outstanding care plan)
- Speech and Language
- Autism and Communication Team
- Learning Support Services (via meeting)
- Educational Psychologist (via meeting)
- MHST (Mental Health Support Team – via meeting/email)
- Links with private therapy service in London
- CAMHS (Child and Adolescent Mental Health Services)
- SEND Hub (EHCP assessment)

SEND Action Plan Focuses:

The SEND action plan has been reviewed. During this year we have focused on the following areas to develop:

- Support for barriers that impact writing (speech and language focus / Technology / Dyslexic Friendly Approach).
This promotes our inclusive culture and supports those children who may benefit from visual supports/symbols/signs. Chromebooks continue to be successful with some children also using Clicker 7 app. Various training has been given for teachers and TAs (see training list above). Some of the training has directly supported interventions which TAs have been leading. Our main TA who supports with S&L care plans, has regular contact with the therapist who had been in quite a lot to work directly with a child for a block of sessions. Dyslexic Friendly display audits and a learning walk has been completed with feedback given to teachers. Somerset is now changing the 'Inclusive Dyslexic Friendly School' award to an 'Inclusion Award.' However, this has been delayed and we are awaiting further information on how to gain this.
- Keeping up to date with the changes with SEND support within the Local Authority.
I have attended network meetings and the Educational Psychologist Pyramid meetings with the group of schools we are linked with and engaged with EP training. The EP work has changed again since school closure. I have had a phone call discussion, virtual meetings and online training (also shared with staff). Recently, they have also opened a parent helpline during the current situation of school closure/COVID 19. Events in the local area, supporting SEND, has been shared with parents via the newsletter and linked to Somerset choices.
- The SENCo/SEND Governor Conference is back this year following feedback from the Inclusion Audit/SENCos. Unfortunately, due to current circumstances with reduced social distancing and gatherings, this had to be cancelled.
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- The Inclusion Audit has been completed for this year. This has changed this year and is now online and similar format to the Safeguarding Audit. This actually works much better and is less time consuming.
- We are moving forward with our new Mental Health Support Team (MHST), which is starting in our local area as part of the NHS England and DfE trailblazer pilot. We had a visit from Wendie Noble (Clinical Team Leader – Mental Health in Schools Team) at the beginning of March to clarify the progress and procedure. She confirmed that after Easter we would be also to start sending in referrals. With school closure, this will now be delayed although they are still accepting referrals, which I have already submitted one. There is also a separate action plan in place for this project and a completed Wellbeing Audit. During the Summer Term a MHST (virtual) supervision group has been set up for all Senior MH leads in school. The appointed Senior Mental Health Lead for our school will be me (Lorraine). I will provide leadership in the implementation of the mental health interventions in school and liaise with external practitioners.
- For developing maths support –
- I have used a new assessment that I purchased through my other school (as also needed it there) and it helped to identify gaps in children's understanding and areas where to support them in. The process steps cards are not being used that much in class that I made. However, I have seen processes addressed in class, so this is being done, but via examples on board or through displays. I have purchased a numicon set for year 3 (where most needed for SEND). I have completed numicon training for TAs, which was very beneficial. Numicon was also mentioned in the staff Maths Twilight by Tracey with teaching staff. Tony (DHT/maths lead) agreed to do a joint parent maths workshop in the Summer Term together, however, this will not be taking place now due to school opening restrictions and will have to be carried over to next year.

Challenges:

This main challenge has taken a different direction following recent school closure to the majority of children, due to the Coronavirus. Some children have become unsettled and anxious during this time. As SENCo, I have contacted all parents with children who have SEND via email to 'check in' with how things are going and if I can help in anyway. This has been followed up with phone calls and other support links suggested. Zoom for virtual meetings have been used on occasions (following safeguarding guidance). There have been a lot of information shared with County and support agencies, including mental health support, Educational Psychologist and supporting children with Autism, regarding guidance/help lines and talking to children about COVID 19. I have passed on specific information to parents on a needs basis. I have received some lovely emails from parents who have appreciated the contact/email. Most are doing really well, but there are some I continue to keep regular contact with due to certain reasons/needs. This has been supported alongside other staff in school contacting parents, other information being provided via newsletters etc. We have supported our families in school in a joined up approach, where necessary, involving the PFSA (Parent Family Support Advisor).

Further impact of school closure to some, also includes academic needs of children and them at risk of slipping further behind. This will need to be assessed when school is open again, but teachers have supported with providing work for children to do at home and I have also discussed various

ideas with parents who have said they are struggling to engage their child. The Rapid Reading ebooks have been very useful for some who previously had Rapid Reading books as part of their intervention. The active learning account is very engaging and the ebooks are supported with verbal prompts, activities and rewards of virtual coins to spend on games/activities.

The EHCP process/applications for assessment have still continued throughout lockdown but with a caveat that the Educational Psychologist was unable to see the child. Information from school, parents and agencies were still able to be collated. I have also received reports from referrals to other agencies (i.e. Autism and Communication Team) who have then the same approach of gathering information from different sources and reporting on the collated information with a follow up to observe/assess the child when possible/Autumn Term. Many reviews for children with agencies also had to be cancelled. Autumn/Spring Term will be a busy catch up with many agencies booking in visits to school.

This year was the new EP Pyramid structure which was being started, with less 'hands on' between children and EP services. Another change was the restructure within Learning Support Services. They have now merged with the Virtual School and having a joined up approach with children who are in care or have been in care (from the Virtual School). Accessing the Learning Support Team also now comes with set criteria - with a few cycles of Access / Plan / Do / Review and also the expectation that SENCos have to complete their own set of assessments first. However, this may all be reviewed again following the SEND Somerset Local Authority Ofsted Inspection in the Spring Term. West Pennard CE Primary School was one of the schools selected to be involved within the SEND Somerset Inspection (this was not a school inspection).

In March Inspectors from OFSTED (Office for Standards in Education) and the CQC (Care Quality Commission) visited Somerset to assess how well our support is working for children and young people with Special Educational Needs and/or Disabilities and their families. They judged how well the local area has worked together to put the 2014 SEND reforms into place which includes services that are available to support children and young people with SEND. The local area comprises of Somerset County Council (education, public health, children's social care, and adult social care), education providers, the NHS Somerset Clinical Commissioning Group (CCG) and associated health partners.

The inspection outcomes for Somerset are very concerning, in which Somerset LA was required to produce a Written Statement of Action (WSOA).

Julian Wooster (Director of Children's Services) proposed three interrelated areas of priority focus:

- Addressing the joint arrangements between the LA and the NHS.
- Improving the capacity and performance of the Council's Inclusion Services.
- Developing further inclusive practice in Schools.

The local area was required to produce and submit a Written Statement of Action to Ofsted/CQC – the following are the nine statements to address the areas of significant weakness:

- We all need to work more closely with children and young people with SEND and their families to understand and learn from their experiences as we develop strategies to improve the local area. Inspectors recognised that there are many strengths in the local area, but we are not consistent in our practice.

- We need to improve leadership capacity across services in Somerset to provide effective support to children with SEND.
- We need to continue to strengthen and embed partnership working across Education, the NHS, Public Health and Social Care.
- Our pathway for children with autistic spectrum disorder needs substantial development to address the poor service too many families are receiving.
- We need to improve the outcomes for all children with SEND, through ensuring effective identification of needs and the right support to make the difference for children.
- The quality of professional input for Education, Health and Care Plans needs to be at a consistently high level.
- The multi-professional assessments and planning required for Education, Health and Care Plans need to be carried out more swiftly.
- By improving joint commissioning arrangements between Somerset County Council and the NHS, we can improve leaders' abilities to ensure they meet local area needs, as well as improving outcomes and achieving cost efficiencies.
- We need to extend inclusive practice in schools across the local area, and in turn reduce exclusion rates which currently mean too many children and young people are not accessing education.

There will be significant change in Somerset for SEND over the next year, which is definitely needed in certain areas of how SEND is supported within systems in Somerset. 2020-2021 will be a busy year!