

WEST PENNARD C OF E PRIMARY SCHOOL

Special Educational Needs & Disabilities

SEND Report for the Governing Body – Summer Term/End of Year (2018-2019)

SENCo: Lorraine Clarke

SEND Governor: Hilary Austin

SEND register

- 23 children are on the SEND register
- All, apart from one, are at 'SEN Support' stage.
- We have 1 EHCP – Education, Health Care Plan.
- 1 child also has medical funding and arrangements have been put in place for home tuition as requested by the hospital due to her currently being unable to attend school.

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

Total number of children on roll: 199

Total number of children with SEND: 23 (12%)

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>	9 SPLD 7 MLD	16
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 <i>Speech, Language and Communication Needs (SLCN)</i> <i>Autistic Spectrum Disorder (ASD)</i>	1 ASD	1
Sensory and/or Physical needs <i>Visual Impairment (VI)</i> <i>Hearing Impairment (HI)</i> <i>Multi-Sensory Impairment (MSI)</i> <i>Physical Disability (PD).</i>	1 HI 1 PD (motor/co-ordination)	2
Medical <i>(Requiring regular monitoring/intervention)</i>	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
3	4	4	9	5	4	7	36

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.

IHP = 8 children (including 3 SEND)

EAL = 11 children (including 3 SEND)

Traveller = 6 children (including 1 SEND)

Additional provision (wave 2 & 3):

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

- Speech and Language plans (wave 3)
- Talkboost (language booster group (wave 2)
- KS2 Rapid Reading / additional reading / Beanstalk / precision teaching / Toe-by-Toe
- Phonic booster groups / 1:1
- Rapid Writing group / letter formation group / Punctuation & Grammar group
- Mindfulness / calming strategies group
- Maths times tables booster group (including maths post-teach group) / Rapid Maths
- ELSA (Emotional Literacy Support Assistant) – including 1:1 in class
- Emotional support – by the PFSA (Parent Family Support Assistant) or SENCo
- Social communication group with 'My Brain' books / Socially Speaking / Talkabout / games
- Theraputty / fine motor skills group / handwriting group
- Occupational therapy exercises
- Memory strategies group
- Sequencing: months of the year
- Clicker 7 Docs app on Chromebook group
- Dancemat typing (confidence with keys/keyboard on Chromebook)
- Various Y6 SATs booster groups: SPAG / Arithmetic
- Various in class strategies and resources to support independence, processing, memory skills and concentration
- Pre-teach vocabulary
- Transition preparation

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:

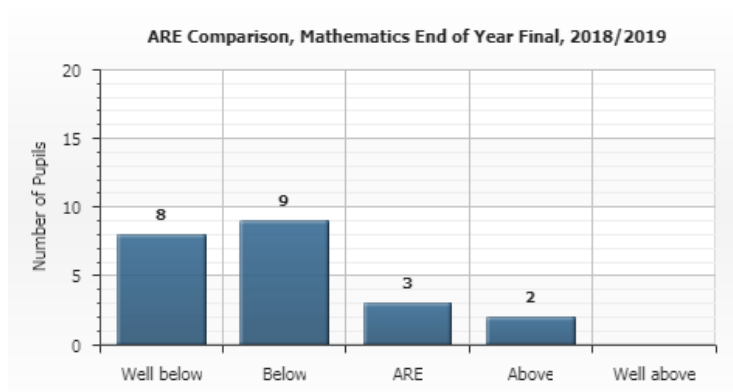
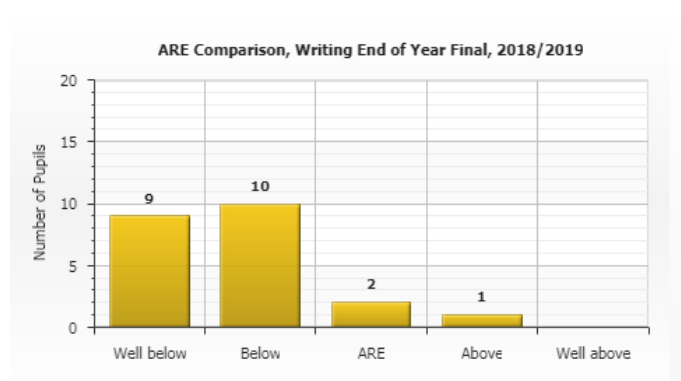
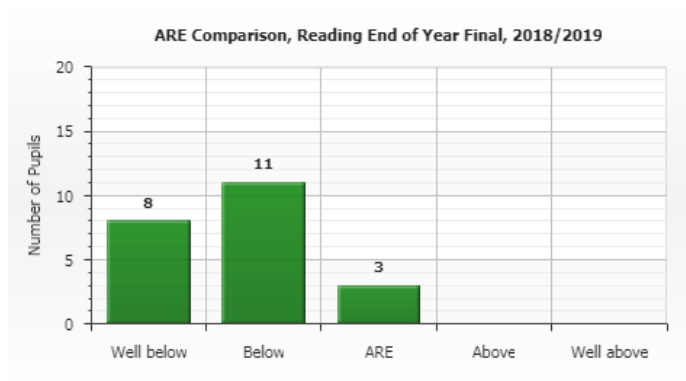
Also see separate SEND Data Summary document for further detail.

Reading: Progress			
	End of Summer 2019		
	SEND Girls	SEND Boys	All SEND
% above expected progress	57.2%	54.6%	42.1%
% at expected progress	14.3%	9.1%	15.8%
% below expected progress	28.6%	36.4%	42.1%
Average tracking point progress	+3.7	+3.9	+3.8

Writing: Progress			
	End of Summer 2019		
	SEND Girls	SEND Boys	All SEND
% above expected progress	0%	41.6%	26.4%
% at expected progress	28.6%	33.3%	31.6%
% below expected progress	71.4%	25%	42.1%
Average tracking point progress	+2.0	+3.4	+2.9

Maths: Progress			
	End of Summer 2019		
	SEND Girls	SEND Boys	All SEND
% above expected progress	0%	16.6%	10.6%
% at expected progress	0%	41.7%	26.3%
% below expected progress	100%	41.7%	63.2%
Average tracking point progress	+1.6	+2.8	+2.4

Attainment:



SEND budget (£500 for the financial year):

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

- Rapid Writing log booklets
- 'My Brain' books
- Stationery: zip plastic wallets and laminating sheets
- Ultra-pencil grips and stapler
- Punctuation & Grammar resources / games
- Whiteboard pens for group interventions
- Blue lined & squared exercise books
- A4 coloured folders
- Theraputty
- Anxiety Gremlin (book/programme)
- 50% of cost towards 10 headphones and mice for the Chromebooks
- Think Good, Feel Good (book - CBT programme)
- The Incredible 5-point Scale (book)
- Soul Bird (book – emotions)
- Therabands
- 2x sensory cushions
- Aqua reading overlay
- Stabilo pencils
- Chew bracelet / dog tags necklace

SEND Training this term:

- DSL Autumn Briefing (SENCo/HT)

- SEND Conference: resilience & wellbeing (SENCo)
- Somerset Inclusion Audit Training (SENCo)
- SENCo Cluster group (SENCo)
- Self-Harm Awareness (staff meeting by SENCo)
- ELSA Conference & cluster meetings (ELSA)
- Raised awareness of new Talkboost programme in staff meeting.
- Emotional coaching (staff meeting by Andy Leafe, PFSA and specialist in Emotional Coaching)
- Designed Teachers Network Meeting – for LAC children (SENCo)
- Training by EP in school: CBT (Cognitive Behavioural Therapy): SENCo & ELSA
- Training by EP in school: Bereavement (discussion with SENCo)
- Conference 'The Impact of the outdoors on learning & development' (supporting attachment theory) – (TA)
- Attachment & LAC Policy – staff meeting by SENCo
- TA supporting reading & writing (SENCo and Alex) – also staff meeting for teachers.
- DSL Spring Term Briefing (SENCo/HT)
- SENCo Cluster group (SENCo)
- ELSA cluster meetings (ELSA)
- RAISE (SENCo)
- DSL Summer Term Briefing (SENCo)
- Clicker 7 app (staff meeting)
- Pyramid schools, Educational Psychologist structure, cluster meeting (SENCo)
- Sensory processing (SENCo)

External Agency involvement this term:

- Hearing Support Services
- Parent Family Support Advisor (PFSA): support for non-academic issues
- Speech and Language
- Occupational Therapy
- Autism and Communication Team
- Learning Support Services
- Educational Psychologist (meeting)
- Traveller Services
- Links with private therapy service in London (re: adopted child who had moved from London)
- Bristol Royal Hospital for Children
- Tor School (funding for home tuition)

SEND Action Plan Focuses:

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

- Develop a new intervention focusing on writing. [Completed.](#)
- Introduce alternative methods to support writing in class for certain children with difficulties (use of ICT). [Completed.](#)
- Emotional Coaching – develop staff awareness and also parental interest. [Completed.](#)
- Somerset Inclusion Audit – auditing the needs of the school and sending off document as new requirement. [Completed.](#)
- Keeping up to date within new information on SEND within Somerset. [Completed.](#)
- Talkboost – supporting young children with their language skills. [Completed.](#)
- Maths strategies process help cards. [Completed.](#)
- SEND section on school website has all the requirements but there are options to develop it further. [Completed.](#)
- Raising awareness of Dyslexia. [Completed.](#)

- Transition / Inclusion Files. [Completed.](#)
- Staff expertise / staff training – planning. [Completed.](#)

Challenges:

This year has seen many changes to the strategic direction of SEND in County, part of these changes involve the introduction of the Somerset Inclusion Audit. The aim of this document is to evaluate current practice in school, outcomes of children and to help identify any gaps in provision. It is thought that this will play a big part in the new Ofsted framework. Somerset County Council will receive and use the data (no children's names are used). Information will be stored securely. Although this did pull out some actions for us, nothing significant was highlighted and generally all questions could be answered well with our current procedures and systems we have in place. It is currently being piloted this year and feedback will be requested at the end of this academic year. The audit reinforces how SENCOs are Strategic Managers and not a 'fixer'/mediator.

Another significant change was the new Professional Portal. This will have the up to date review forms which are to be submitted online, including applications for EHCP (Educational Health Care Plans). These are often used for children with higher/complex needs. SENCO Cluster Meetings have also changed in their structure and are to be held termly and aims to provide strategic local authority support/updates. In addition, some school local cluster groups may still continue to hold regular meetings which are an effective way of offering more localised, school to school support.

There continues to be many challenges within the SEND systems in the Local Educational Authority. At County level they are still struggling with meeting deadlines of Statutory Requests for Assessment (EHCPs). The Statutory SEND Team is recruiting new staff to support with the increasing number of assessments and Education Health and Care Plans being maintained. It has become clear through feedback received by the Statutory SEND Team, that the responses to families and schools have not been meeting the standards that should be expected. In order to address this and to ensure the team can deliver what's expected, it will be divided into two groups. One group will cover assessments and the other will carry out annual reviews:

1. Statutory Assessment (20-week EHC statutory assessment process)

2. Reviews (Annual reviews/amendments and phased transfers)

Another significant change is within the EPS: Educational Psychology Service, which will begin from September 2019 where EP time/hours will be allocated to a pyramid of schools or SENCO networks. The EP will seek a meeting with our community of schools (pyramid) to agree priorities for our area from September for the next two terms. West Pennard CE Primary School is in a pyramid (group) with 6 other local schools. This change has taken place due to over the last couple of years there is an increase in EHCP assessment requests which involve EP advice. EP work is funded by local authority from central pot of funds. Funds have not increased and so EHCP assessment work has taken up the majority of EP time. EPs feel that the effectiveness of work is greater when doing systemic work such as staff training, policy development and practice rather than individual case work.

Even with all these changes, West Pennard CE Primary School continues to do an excellent job at supporting children with whatever need they have. Early identification of need is important as well as making sure the correct provision is put in place, which is then reviewed at a later stage for impact. Staff at West Pennard CE Primary School, carry out their duties well. It is lovely to see how all staff take on their responsibility for their children and understand their needs, which enables a team effort of making sure children thrive and reach their potential.

Report written by Lorraine Clarke (SENCO) July 2019