

## **Annual report to Governors**

### **SEN**

#### **29.9.21**

New Marston Primary School has a duty to report annually to all parents on the provision for Special Educational Needs and Disability (SEND) and implementation of our Single Equality Policy and Accessibility Plan.

Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs & Disability Code of Practice 0-25 years (first published in September 2014 and revised in May 2015) lies at the heart of the school's SEND Policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step, interventions and SEND support can be put in place to help overcome the difficulties a child may have. If further support is required the school may request a statutory assessment of special needs, which may result in an Education Health and Care Plan (EHCP).

#### **Policies**

The Special Educational Needs (SEND) Policy was reviewed and amended in February 2021. This is available to any parent on request and is published on the school website.

The guidelines introduced by the Department for Education in 2014 (revised in May 2015) combine recommendations for schools' provision for SEN and Disabilities. Staff are fully conversant with best practice across the board.

#### **Number of pupils with SEND**

At present there are 61 pupils on the SEND register. 15 children have an EHCP and the remaining 46 are at the 'school support' level. We are in receipt of additional funding for 7 pupils.

15 pupils have the primary need named as SEMH (Social, emotional, mental health); 8 pupils have HI (Hearing impairment); 16 have C&I (Communication and Interaction); 4 have SpLD (Specific Learning difficulty); 16 have C&L (Cognition and learning). Some children have more than 1 need.

#### **Analysis of pupil progress**

n/a – SATS and end of year assessments were not completed in 2020 - 2021

In addition to the end of Key Stage tests, we assess our pupils on the SEND register using the Salford Reading test, Sandwell maths test, PIRA (Reading test) and PUMA (Maths test). These give us a standardised score and measure of progress.

#### **Provision Mapping and Interventions**

Research shows us that the most effective way that children with SEND make progress is through good/outstanding teaching in the classroom and this has been the focus of our improvement work over the past year.

Some children with SEND receive a small group or 1:1 intervention to support this. The school maps this provision and monitors the effectiveness of the intervention in terms of progress and value for money.

This year the interventions which have been shown to be value for money and effective have been:

- Dyslexia Gold (Improving reading age)
- Fresh Start (Improving reading age)
- Zones of regulation (Supporting emotional regulation)
- Art room (Supporting social and emotional wellbeing)
- ArCH (Improving reading attainment data)
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### **Pupil Profiles**

These are used to plan, monitor and evaluate provision for all pupils with SEND. In Term 6, parents are invited in to meet with their child's current teacher, next teacher and the SENCo to review the year. Together we decide on 3-5 outcomes for the year and discuss how we will ensure these are achieved. This is presented on a one page document which is sent home during summer. In July 2019 we postponed this process to September due to COVID. The profiles are due to be finalised by 1.10.2021. Teachers then review these formally three times per year. They are working documents, amended by staff often. The SENCo monitors that the actions are in place through learning walks, book looks, pupil interviews and planning monitoring.

### **SENCo and Assistant SENCo**

Kathryn Harris is the SENCo. She is currently being mentored by Rachel Vlachonikolis. Kathryn is also working towards the National Award for SEN at Oxford Brookes.

### **Training for staff**

Training in the last year has focused on:

- Team Teach de escalation
- Vocabulary training (Based on the Word Gap report)
- Trauma and attachment
- PACE (Behaviour support)
- Dyslexia and other SpLD

### **Outside agency support**

Where appropriate the school draws on external expertise to support our SEND pupils. Over the past year this has included:

- Educational Psychology (Cathryn Neesam)
- Speech Therapist (Beth Knowles and Bethan Taylor)
- Communication and Interaction Team (C&I) (Emma Bordeaux)
- Point5 behaviour consultancy (Nathalie Downing)
- Play therapist (SEMH support)
- Meadowbrook outreach

- Locality and Community Support Service (LCSS) worker (Claire Roberts)