

Galmpton Primary School

SEND Annual Report – FEBRUARY 20-FEBRUARY 21



SCHOOL POLICY AND PROCEDURE

<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils? 	<p>A new ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020. It will next be reviewed in January 2022.</p> <p>SENDcos with the board will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice. It includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practice and the requirements schools must undertake for all SEND pupils. Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school's accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website. The ACE SEND policy also includes a glossary which governors may find useful.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p>Key actions 20/21-Impact for SEND pupils</p> <ul style="list-style-type: none"> • Staff training for new TAS • Write, with staff, an approach to securing success for Looked after children which will underpin all that we do for children in care • SEND monitoring enquiry Autumn term and SEND audit Spring term • Ensure CPD sessions around quality teaching (using Sherrington's Walkthru's are translated into children knowing the tools and strategies required of them to be more independent learners. This has ensured that even our most vulnerable learners understand that they have a significant role in developing their ability to organise themselves. • Teachers and their coaches work in teams to support the implementation of the CPD programme with a specific focus on SEND pupils eg Over the Spring term our work around 'Explaining and Modelling' will have a focus on what this looks like for SEND pupils and how we need to adapt explanations for SEND • Introduce Fresh Start, a KS2 reading and writing intervention that follows on from Read, Write Inc. Staff training to take place Spring term with catch up TA to deliver to groups in Years 3-6. • Continue to monitor all interventions-see SEND monitoring Autumn term JF/KB report • Continue to improve attendance across the school- SEN frequently one of the higher performing groups on a weekly basis • Weekly SLT meetings and SEND meetings tracking progress of PP children across school-SEN children are prioritised and their progress reviewed regularly as part of the discussions. Both teachers and TAs feed into this process-ks2 SEND outcomes <p>Key Lines of Enquiry for 20/21 (see SEND action plan)</p> <ul style="list-style-type: none"> • <i>To what extent has COVID impacted on the progress of our SEND children and how we will ensure more rapid progress this Year?</i> • <i>How can we continue to deliver and timetable impactful interventions under the infection control</i>

measures?

- *How are we ensuring that our SEND pupils receive a a rich, broad and engaging curriculum?*
- *How well is the school planning for and developing independence?*

How does the school identify children with special educational needs?

The identification of children with special educational needs will include one or several of the following:

- Outcomes (identified in progress Meetings and ongoing assessments)
- Class teacher’s assessments and observations
- Concerns expressed by the parent
- Children with significant social and emotional challenges that are disrupting or preventing children from learning
- School and national assessments
- Liaison with the child’s previous setting, other school or agencies involved
- Referrals from other agencies

How many children in the school have special educational needs?
How many EHCPs are in place?

AREAS OF NEED	NUMBER OF PUPILS-31 (15%)	PUPILS WITH EHCP-9 INCLUDED IN OVERALL SEND
Communication and Interaction	14	2
Cognition and Learning	4	4
Social, Emotional and Mental Health (behaviour)	11	3 2 RSA
Sensory or Physical	2	1 RSA

How many children have met the exit criteria and no longer need that support?

Our register has increased since last Year with an additional 5 children being added. This is mainly due to new starting children being added. Six children have been taken off the register as a result of improved performance and a lessening of need. There are 2 children who were on the register who had behaviour plans who are now accessing learning really well and whose behaviour is no longer a concern. This reflects our very impactful approaches around behaviour management.

Two children with EHCPs left us in July and two children entered Reception with EHCPs. There is an additional child in EYFS with a physical disability and we have submitted a request (RSA) for that children to receive an EHCP.

We have also submitted 2 further requests for statutory assessments and we feel optimistic that these will be granted. We have not added children who were lower attainers and slipped further behind as a result of the lockdowns.

Our three Looked after children that left us in Year 6 achieved great successes (2 had EHCPs) with all three achieving age related expectations and two moving on to selective Secondary schools.

ONGOING AND DAILY SUPPORT FOR PUPILS

<p>How are pupils with SEN ensured access to the curriculum?</p>	<ul style="list-style-type: none"> • Quality First teaching • Individualised plans that identify small steps for progress • Individual timetables (often visual) • Scaffolded/supported learning in class • Additional learning sessions eg pre-teaching • Interventions such as Read, Write inc and Fresh Start • Pastoral/Thrive support • Use of additional adults-Tas • Enrichment programmes-Sirona • Physical support eg adapted chairs/dyslexia coloured acetates • Multi sensory learning • Speech programmes-Language link • Memory programmes
<p>What are the targets for children with special education needs ?</p>	<p>Targets are set on an individual basis. This takes into account the child's needs and may involve parents and outside agencies such as the educational psychologists. Plans are reviewed termly and parents discuss progress towards the targets at parents evening. Throughout the lockdown period we have ensured that home learning is appropriate and differentiated. We have regularly checked in with every child on the register and maintained exceptionally good communications with parents.</p>
<p>How are interventions timetabled so that children are receiving additional support?</p>	<p>Many children on our register receive early morning interventions beginning as soon as the children come into school, indeed we run a breakfast club for some of our most vulnerable children on the register to ensure they have a more positive start to the day. Teachers begin pre teaching sessions and one to one interventions at these times too. Our Fresh start and other reading interventions also start during morning activities. Pastoral programmes mostly take place mid-morning and afternoons with additional interventions including Snip. The Power of One (Maths) Read, write inc one to one sessions also happening after children have finished their Maths and English lessons.</p>
<p>How are staff deployed to ensure progress for SEND pupils?</p>	<p>Two children who have EHCPs have TA support sometimes 1 to 1 but mostly 2 to 1. A child who has significant behaviour challenges has a part time 1 to 1 TA to support their needs. The virtual school has funded this position.</p> <p>In December we appointed a TA to deliver Fresh start to KS2 groups, this will include some of our SEND children. Other teaching assistants support children in class for Maths and English and then begin interventions for the remaining of the day. These are only stopped where TAs cover teachers PPA time or other cover. Where we can, we avoid assigning children a one to one TA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on TA support. We continually look for opportunities to share best practise through our TA meetings that happen once every half term.</p>
<p>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</p>	
<p>Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans)</p>	<p>All children are on a school provision map stating their prime area of need and the support that is in place for them. Our intervention plan enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed. IEPs are written termly and shared with the child and parents who have an input into the plan.</p>

	<p>The SEND register is reviewed termly by the SEND team (KB,JF,VC) Where children are not responding well to a plan or intervention we adapt the provision. We have explored the use of an online tool- www.provisionmapping.co.uk with SENDcos across the Trust to see if we can ensure greater consistency and effectiveness within our practise.</p>
<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>Resources are deployed dependent on the individual needs of the children. Some children at Galampton require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 3 HLTA's and 8 LSA's (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. We also have a Pastoral Lead who supports many of our SEND children, although as CLA lead with 5 looked after children she increasingly needs to attend meetings and complete administrative tasks and so this limits time with children.</p> <p>External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nurse Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board.</p>
<p>Are there any budget/resource issues in terms of SEN provision?</p>	<p>Funding never covers the actual costing of TA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. In September 2019 we received £26K for our 9 EHCP pupils. We used our £8K capital funding grant to create our specialist provision room- the beach room. We have managed to secure funding through our close relationship with the looked after school for additional support including the appointment of a part time teacher.</p>
<h2 style="background-color: #fce4d6; padding: 5px;">PROGRESS FOR SEND PUPILS</h2>	
<p>How is SEND progress monitored?</p>	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and TA supports • Use of entry/exit data for specialist programmes and interventions • Use of FFT and tracking facility to look at progress • Class flight paths and teacher mark books • On going Monitoring and observation plan/peer reviews • Observations by external agencies and ed.psych • PEP meetings and termly review meetings with parents
<p>How is progress for SEND pupils measured?</p>	<p>Teachers at Galampton continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SEN</p>

	Team to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.			
What Progress are SEND children making?	2020 Results-No. of SEND children	Reading ARE	Writing ARE	Maths ARE
	KS1-7 (2 EHCP)	23%	23%	23%
	KS2-6 (2 EHCP)	93%	75%	93%
STAFF TRAINING AND OTHER AGENCIES				
Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?	<p>The SENDCo attends all forums and LA meetings and has the support of other SENDCos with the area and the trust. Jess Fisher has now completed SEND accreditation with Exeter Uni and achieved an excellent pass.</p> <p>Jess has undertaken a number of training courses over the past year as well as her NASENCO course. Training includes:</p> <ul style="list-style-type: none"> • dyslexia workshop • provision mapping training • Graduated Approach training • trauma/ attachment informed training • Solution circle focused sessions with Kate Anthony, Educational Psychologist • Boxall Profile training • language link training • ASD training 			
Have the relevant staff members received appropriate training? What training have they undertaken over the last year?	<p>Jess has then disseminated the above training to all staff. This Year JF has led a 'Supporting SEND pupils' training session following the Autumn term monitoring enquiry. Jess regularly trains staff as part of her role. KB has carried out behaviour management training with staff and Jess also led two SEND PDMs for all staff on the graduated approach and target setting for SEND pupils. In addition many staff completed online training through Flick. Courses completed by staff include:</p> <ul style="list-style-type: none"> • Positive behaviour in the Early Years • Autism Awareness • Equality and Diversity • Listening skills • Mental Health Awareness 			
Which external agencies and support agencies are the school working with and how well is this working?	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.</p> <p>The SEND Local authority advisor meets three times a Year with the SENDCo. These meetings involve</p>			

	<p>sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. This required JF to share the effective allocation of resources. The feedback from Sarah Dovey SEND advisor ,was very positive about our provision for our children with EHCPs. Sarah asked JF to deliver a session at the SEND Network briefing around our support for children with Social, Emotional and Mental Health Needs.</p> <p>We work very closely with the Virtual school, KB is vice chair of Governors for the school and has a close working relationship with the team. Last Year all our CLA had EHCPs. Most of CLA have EHCPs and we are seeking RSA for two CLA children this Year. The addition of the Beach room over this past year has provided a very useful venue for external agencies to work in with children and with supporting adults.</p>
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WORKING WITH FAMILIES

<p>What communication strategies are in place for parents/carers of children with SEN?</p>	<p>As part of our ethos, we have an ‘open door’ policy in which parents are able to discuss any issues / concern or have questions answered as the occur.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss IEP’s - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings <p>Recently we have made a link for SEND parents available on our website. JF collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative. See: https://www.galamptonprimary.org/send-home-learning</p>
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<p>What do parents say about the provision offered by the school?</p>	<p>Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents. Over the Summer lockdowns we ensured all our SEND children were offered places in school. Parents acknowledged the great efforts all staff went to, to deliver appropriate and relevant lessons. They appreciated our continued support and accessibility across the academic Year. Feedback from our Year 6 leaver parents and carers was particularly positive as children moved on to the next stages of their education with many successes achieved in what has been the most challenging year in school for them.</p>
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REVIEWING SEND ACROSS THE YEAR

<p>What is going well?</p>	<ul style="list-style-type: none"> • The use of our dedicated therapeutic and intervention room • A confident and experienced SEND team. • A well-qualified and knowledgeable SENDco who knows our SEND children’s needs • Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants • Pre teaching • Introduction of Fresh Start in Spring term • Implementation of the graduated response • Autumn term SEND review with much to celebrate • Catch up TA appointed Dec. 2020 • Lockdown learning and 1 to 1 online interventions for SEND pupils
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<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> • A few SEND children falling behind as a result of parents not engaging over lockdown • Online systems such as Provision mapping UK would improve the work of SENDcos but this is costly and needs to be considered alongside other SEND budgetary constraints • COVID has meant that some training has been problematic to carry out • COVID has created mental health concerns for some of our SEND children
<p>How has the school supported SEND pupils over the lockdown period?</p>	<p>As above. We are prioritising SEND pupils in terms of offering school places but also ensuring that contact is frequent for those children staying at home. Teachers are differentiating learning which is timely and challenging where children are at home. The SEND link is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary.</p>