

Stradbroke CE Primary School



Governor Annual Report on the Delivery of Special Educational Needs Provision

DRAFT

2020/2021

The Special Educational Needs Policy was reviewed and amended (Autumn 2021) and will be reviewed again Autumn 2023.

SENCO: Rebecca Keeble

SEND Governor: Vicky Uff

SEN Information on the School Website

All governing bodies have a legal duty to publish information on their website about the implication of the governing body's policy for pupils with SEN.

The school website, which includes the SEN Information Report (School Offer), the SEN Policy, the SEN Annual Governors Report, SEN Pupil Perception Interviews and SEN Parent Testimonial, explains the support available to families with SEN children. Pupil Passports and education, health care plans (EHCPs) are held in a secure location within the school by the SENCO.

The SEN policy is reviewed biannually by the Executive Headteacher, Head of School, SENCO and SEND Governor and ratified by the Governing Body. It is a clear working document that meets the requirements of the Code of Practice and reflects the needs of the pupils of Stradbroke Primary School and also the transfer of pupils on the SEN Register to and from other schools.

The SEN Information Report outlining the SEN School Offer is reviewed by the Executive Headteacher, Head of School, SENCO and SEND Governor and updated annually. It was last reviewed in October 2020 and will be reviewed again in October 2021.

Identification, Assessment and Provision

At the heart of the work at Stradbroke CE Primary School there is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. All pupils at Stradbroke Primary School are equally valued and have equal access to a broad and balanced curriculum, taking into account the needs and abilities of individual pupils. Stradbroke Primary School has effective management systems and procedures for SEN, which take into account the latest Code of Practice (2014) and are detailed in the SEN Policy.

Pupil Centred Approach

We offer a pupil-centred approach for consulting young people with special educational needs about their education and involve them in the decision-making process:

- Focus on the child as an individual.
- Enable the child and their parents/carers to express their views and wishes.
- Enable the child and their parents/carers to be part of and contribute to the decision-making process.
- Strive to make communications easy for children and their parents or carers to understand (verbally or through use of pictures or written translations or translators where applicable).
- Highlight the child's strengths and capabilities.
- Enable the child and those who know them best to identify what works best for them, their interests and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Ensure the results of assessments are shared effectively.
- Co-ordinate with relevant professionals to deliver an outcomes-focused plan for the child and their parents.
- Be mindful of the added value that working with a range of different service providers brings to the school and how this can enhance the quality of provision for pupils with SEND.

Provision

In order to meet the special educational needs of our children at Stradbroke CE Primary School and to ensure inclusion for all, we assess each child's current levels of attainment on entry, in order to ensure they build upon the pattern of learning and experience already established during the child's pre-school years. If a child has an identified Special Educational Need prior to starting Stradbroke Primary School, then information is sought from the other agencies involved.

Information may be transferred through Individual Educational Plans (IEPs), One Page Profiles, Pupil Passports or Education, Health and Care Plans (EHCP) and will be used by the SENCO and class teacher to:

- Ensure the highest levels of achievement for all.
- Identify those children who have SEN/D as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN/D.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- Use a variety of teaching styles, and cater for different strategies for learning to allow children with SEN/D to access the National Curriculum.
- Use resources effectively to support children with SEN/D.
- Assess and keep records of the progress of children with SEN/D.
- Work with outside agencies who provide specialist support and teaching for children with SEN/D.
- Inform and involve the parents of children with SEN/D so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.

Inclusion

- We endeavour to achieve maximum inclusion of **all** children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for **all** the children within the school and provide materials appropriate to children's interests and abilities. This ensures that **all** children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes

of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's budget.

Concern Register

At Stradbroke Primary School, individual children's progress is monitored carefully throughout Early Years, Key Stage 1 and Key Stage 2. Where a child is not making progress generally or in a specific area, the class teacher and SENCo initially create a concern record on the 'Concern Register', having discussed these concerns with the child's parents/carers. Interventions are used that are proven to make a difference to most pupils. The class teacher and/or teaching assistant provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. Progress is monitored and if it continues to be inadequate, parents will be consulted and will work with the class teacher to complete a Pupil Passport and the child will be included on the SEN Register.

SEN Register/Provision Map

The child's teacher seeks support from the SENCo to collect all known information about the child and will seek additional information and involvement from the parents. The child is placed on the school's 'SEN Register'. A Pupil Passport is created with strategies to help the child's progress e.g. extra adult support, special equipment, individual or group support etc. The plan is discussed with the child, if appropriate, and their views and wishes are incorporated into the Pupil Passport. The child's Pupil Passport is regularly reviewed and parents are fully involved in this process. This will only record what is additional to, or different from, the differentiated curriculum and will focus on individual targets that match the child's needs and have been discussed with the child and the parents.

In some cases, professionals from health or social services may already be involved with the child. Where professionals have not already been working with the child, the SENCo may contact them if the parents agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme linked to the Pupil Passport. Parents will always be consulted and kept informed of the action taken to help the child, and the outcome of this action.

In some cases, support from external services is required. These services advise teachers and the parents on fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of

a pupil's progress, give advice on the use of new or specialist strategies and in some cases provide support for particular activities. The triggers for external support services will be that, despite receiving individualised support through the Pupil Passport, the child continues to make little or no progress in specific areas over a more extended period of time.

At this point, a costed provision map may be completed to apply for high needs funding to meet the child's needs e.g. employing additional staff for one to one work, specialist equipment etc.

Education, Health and Care Plan

Where a request for an Education, Health and Care Plan is made by us, parent or a referral by another agency, to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. We will provide this evidence through their Pupil Passport, medical history if relevant, national curriculum attainment, internal school assessments, external educational assessments, views of the parent and the child and involvement of other professionals such as health, social services or education welfare service.

SEN Analysis of Assessment Results 20-21 (to be confirmed)

- Just because a pupil has SEN many are still achieving above expectations in many subjects.
- SEN is not a barrier to achievement.
- Pupils with SEN often exceed expectations in progress, with notable Value Added Scores including:
 - Year 1 reading (102), writing (101) and maths (102) and year 3 reading (103)
- Where below expected progress is being shown (for example Year 2 and Year 6) - this reflects the progress of a single or small group of pupils. In these instances, referrals were made including to SENDAT (Year 2 and 6), Dyslexia Outreach (Year 6) and in one instance (Year 6) an application was made and accepted for a child to move to specialist provision for transition to high school.
- We have extremely high expectations of progress for pupils with SEN. Even though these pupils have SEN the expectation is that they still

perform (in terms of progress term on term) as well as non-SEN pupils (taking into consideration their lower baselines).

At the end of June 2021 there were 13 pupils on the SEN Register, which is 11.7% of the school intake. The national average for all primary schools in 2020/21 was:

3.7% EHCPs/ Statements of SEN
12.2% SEN support (without EHCPs)

(source

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>).

This can be broken down into:

- 4 EHCPs
- 9 SEN Support

This number is likely to change over the course of the year as new children are identified or join the school, or no longer need additional interventions.

External Agencies, Referrals and Interventions

External agencies including Educational Psychologists, Speech and Language Therapy (SALT), Dyslexia Outreach Team (DOT), County Inclusion Support Service (CISS) and Special Educational Needs and Disabilities Academy Trust (SENDAT Social, Emotional and Mental Health, Behaviour Needs) are used as and when required.

Interventions over the last year have included:

- Referrals to Educational Psychologists
- Referrals to SALT
- Referrals to CISS
- Referrals to DOT
- Referrals to SENDAT
- Staff Training CPD
- Visual Timetables
- Positive Progress Record Books
- Personalised Social Stories
- Emotion Cards
- Exit/Time Cards

- Personalised reward systems
- Physical Resources (specific seating arrangements, writing slopes, ear defenders, pencil grips, triangulated pens and pencils, coloured overlays, coloured PC overlays, wedge, visual timetable, sensory fiddle toys, chew buddy, use of individual white boards or notebooks to jot down instructions etc...)
- Phonics Interventions based on Letters and Sounds
- Beat Dyslexia
- Rapid Reading Scheme
- Jelly and Bean Phonics Reading Scheme
- Nessy PC Programmes
- Emile
- Reading Eggs
- Clicker 6
- Handwriting interventions
- Hand Gym
- Daily precision spelling
- Daily precision times tables
- Online tutoring - Maths and English
- Parent Support Meetings
- Raising profile of SENDIASS conferences, by providing information to parents within newsletters
- Autism Awareness
- Promoting strategies for positive mental health - Growth Mindset

Referrals to external agencies and support up to June 2021 include:

- Speech and Language x 3
- Dyslexia Outreach Team x 2
- County Inclusion Support Service x 1
- SENDAT x 2
- Letter to GP to support referral x 3
- By the end of the academic school year, the Dyslexia Screener will have been completed for all pupils who are showing signs of dyslexia in Years 3 - 6. If new pupils join the school, we will ensure the screener is completed as needed.
- By the end of the academic school year, the colour overlay assessment will have been completed for all pupils in Years 3-6, including new pupils to the school. In addition, the colour overlay assessment has been completed for Year 1 and 2 pupils causing concern.

Links to Key Priorities of School Development Plan

This year SEN provision has linked to Key Priorities 1 of School Development Plan 2020-2021: To improve Maths attainment and provision.

Baseline assessments have been used to set targets and identify areas of pupil weakness and target intervention for underperforming pupils. Assessments have been used by the whole school staff together to give clear indication of how pupils are performing each term. Any underperformance is discussed during Pupil Progress Meetings and any concerns are logged and individual provision then discussed with the SENCO. Intervention have been put into place to meet the needs of individual pupils, including small group Maths interventions, Emile interventions, pre-teaching and overlearning. In addition, in KS2 identified pupils have been receiving weekly online tutoring to develop progress. When restrictions ease, Year 6 tutoring will recommence.

SEN Budget

£29,782 was received specifically for SEN and High Needs Funding (including funding generated from High Tariff Needs Audit of £7467 per term) in 2020-21. £67,589 was roughly spent on support staff (LSAs).

Specific SEN resources have been purchased such as:

- Ear defenders
- Triangulated pencils
- Wedge cushions
- Coloured overlays
- Dyslexia Screener Licences
- Pencil grips
- Hand gym equipment

10% additional PPA time is allocated for the SENCo time. Additional 1:1 TA support has been employed for two of the children with an EHCP. Another TA has been employed to support children on the SEN register. In addition, time is allocated for the SEN TA to complete Dyslexia Screeners, colour overlay assessments and internal SEN assessments.

Staff Development and Training

Stradbroke CE Primary remains an accredited SENCo School.

After the success of daily precision spellings being implemented, the SENCo implemented daily precision times tables at a class level and monitored the impact of this intervention. Having identified an improvement in recall of times

tables within maths assessments, the intervention was rolled out throughout the school. This structure of intervention has been assessed as being very successful in supporting children's recall of times table questions in formal assessments.

The staff training log is updated regularly and any CPD needs are identified and training is sourced where appropriate. The SENCo continues to analyse the audits, together with the needs of pupils on the SEN and Concern Register, and consequently implements a SEN training plan. Training has been provided to staff within Stradbroke Primary School and offered to other schools within the pyramid, including:

- Dyslexia Outreach Team - training in Dyslexia Awareness and Dyslexia Friendly Strategies: tailoring interventions to individual children's needs
- ADHD Holistic Support Service - training in supporting pupils with ADHD
- Amanda Hull - Wellbeing Hub
- Twilight CPD - techniques to improve recall

Pupil Views and Parent Testimonials

- March 2020 - SEN Governor talked with 7 pupils over the course of a day, who have SEN, about their experiences in school with a focus on their learning. The pupils were from Year 2 - 6. The report has been uploaded onto the SEN section of the school's website.
- October 2021 - Parent Testimonial - a parent of child with SEN has described her experiences of SEN Support at Stradbroke Primary School. The testimonial has been uploaded onto the SEN section of the school's website.

SEN Meetings between SENCo and SLT

- 10/03/20 - Meeting between SENCo and SEN Governor to discuss feedback from pupil perception interviews
- 10/09/20 - Discuss SEN Annual Plan.
- 05/10/20 - Review how we promote inclusion positively in our school, consider focuses for future assemblies and/or whole school days.
- 07/12/20 - Review and update SEN Register and Concern Register
- 18/01/21 - Update/review progress from autumn term and identify targets for spring and summer terms.
- 10/05/21 - Meeting between SENCo and The Ashley School for transition
- 05/07/21 - Meeting between SENCo and Head of School to review IEPs and One Page Profiles, transferring to Pupil Passports.
- 12/07/21 - Transition SEN meeting between SENCo, Head of School and other relevant staff members.

Raising the profile of SEN within school

- Maintaining and updating whole school SEN Inclusion display, showcasing examples of learning from 'World Autism Awareness Week' and quotes from famous and inspirational people on their views about SEN. As well as focus on Mental Health and Wellbeing.
- Text within whole school displays now often use dyslexia friendly fonts and blue text.
- Parent Support Meetings available for parents of All Saints Schools Federation.
- Raising profile of SENDIASS conferences taking place locally, by providing information to parents within newsletters.
- SEN section of school website updated.