

# Collaton St Mary Primary School

## SEND Annual Report – FEBRUARY 21-FEBRUARY 22

### SCHOOL POLICY AND PROCEDURE

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| <p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> <li>▪ Who is involved in reviewing the policy?</li> <li>▪ Does the policy reflect and meet needs of pupils?</li> </ul> | <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. Due for renewal now.</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.</p> <p>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.</p> <p>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.</p> <p>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><b><u>Key actions 21/22-Impact for SEND pupils</u></b></p> <ul style="list-style-type: none"> <li>• Staff training for new TAS</li> <li>• SEND monitoring enquiry Autumn term and SEND audit Spring term</li> <li>• 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.</li> <li>• 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</li> <li>• Continue to monitor all interventions-see SEND monitoring Autumn term GB/BNS report</li> </ul> <p>Continue to improve attendance across the school.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b><u>Key Lines of Enquiry for 21/22 (see SEND action plan)</u></b></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>How are we ensuring that our SEND pupils receive a rich, broad and engaging curriculum?</i></li> <li>• <i>How well is the school planning for and developing independence and collaboration?</i></li> </ul> |
| <p>How does the school identify children with special educational needs?</p>  | <p>The identification of children with special educational needs will include one or several of the following:</p> <ul style="list-style-type: none"> <li>- Outcomes (identified in progress Meetings and ongoing assessments)</li> <li>- Class teacher's assessments and observations</li> </ul>   |

|   | <ul style="list-style-type: none"> <li>- Concerns expressed by the parent</li> <li>- Children with significant social and emotional challenges that are disrupting or preventing children from learning</li> <li>- School and national assessments</li> <li>- Liaison with the child's previous setting, other school or agencies involved</li> <li>- Referrals from other agencies</li> </ul>  |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
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| <p>How many children in the school have special educational needs?<br/>How many EHCPs are in place?</p> | <table border="1"> <thead> <tr> <th data-bbox="577 289 1087 407">AREAS OF NEED</th> <th data-bbox="1087 289 1522 407">NUMBER OF PUPILS- 34 (17%)</th> <th data-bbox="1522 289 1950 407">PUPILS WITH EHCP-</th> </tr> </thead> <tbody> <tr> <td data-bbox="577 407 1087 483">General Learning Difficulties</td> <td data-bbox="1087 407 1522 483">10</td> <td data-bbox="1522 407 1950 483"></td> </tr> <tr> <td data-bbox="577 483 1087 560">Specific Learning Difficulties</td> <td data-bbox="1087 483 1522 560">6</td> <td data-bbox="1522 483 1950 560">1</td> </tr> <tr> <td data-bbox="577 560 1087 678">Speech and Language and communication</td> <td data-bbox="1087 560 1522 678">5</td> <td data-bbox="1522 560 1950 678">1</td> </tr> <tr> <td data-bbox="577 678 1087 792">Social, mental and emotional health</td> <td data-bbox="1087 678 1522 792">5</td> <td data-bbox="1522 678 1950 792">3</td> </tr> <tr> <td data-bbox="577 792 1087 868">ASC (Austistic spectrum)</td> <td data-bbox="1087 792 1522 868">2</td> <td data-bbox="1522 792 1950 868">2</td> </tr> <tr> <td data-bbox="577 868 1087 945">Hearing Impairment</td> <td data-bbox="1087 868 1522 945">2</td> <td data-bbox="1522 868 1950 945"></td> </tr> <tr> <td data-bbox="577 945 1087 1037">Visual Impairment</td> <td data-bbox="1087 945 1522 1037"></td> <td data-bbox="1522 945 1950 1037"></td> </tr> <tr> <td data-bbox="577 1037 1087 1114">Complex Physical Medical Issues</td> <td data-bbox="1087 1037 1522 1114">2</td> <td data-bbox="1522 1037 1950 1114">2</td> </tr> <tr> <td data-bbox="577 1114 1087 1190">Behaviour plan</td> <td data-bbox="1087 1114 1522 1190">2</td> <td data-bbox="1522 1114 1950 1190"></td> </tr> </tbody> </table> |                   |  | AREAS OF NEED | NUMBER OF PUPILS- 34 (17%) | PUPILS WITH EHCP- | General Learning Difficulties | 10 |  | Specific Learning Difficulties | 6 | 1 | Speech and Language and communication | 5 | 1 | Social, mental and emotional health | 5 | 3 | ASC (Austistic spectrum) | 2 | 2 | Hearing Impairment | 2 |  | Visual Impairment |  |  | Complex Physical Medical Issues | 2 | 2 | Behaviour plan | 2 |  |
| AREAS OF NEED   | NUMBER OF PUPILS- 34 (17%)  | PUPILS WITH EHCP- |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| General Learning Difficulties   | 10  |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Specific Learning Difficulties  | 6   | 1                 |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Speech and Language and communication   | 5   | 1                 |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Social, mental and emotional health   | 5   | 3                 |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| ASC (Austistic spectrum)  | 2   | 2                 |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Hearing Impairment  | 2   |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Visual Impairment   |   |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Complex Physical Medical Issues   | 2   | 2                 |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| Behaviour plan  | 2   |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| <p>How many children have met the exit criteria and no longer need that support?</p>                    | <p>The SEND register is reviewed every term by the SENDCo and reviewed/challenged by the SLT. In Autumn Term 2021, 3 children were removed from the SEND register as the interventions they were receiving has led to them catching up with the rest of the class.</p>  |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| <p><b>ONGOING AND DAILY SUPPORT FOR PUPILS</b></p>  |   |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |
| <p>How are pupils with SEN ensured access to the curriculum?</p>  | <ul style="list-style-type: none"> <li>• Quality First teaching</li> <li>• Individualised plans that identify small steps for progress</li> <li>• Individual timetables (often visual)</li> </ul>   |                   |  |               |                            |                   |                               |    |  |                                |   |   |                                       |   |   |                                     |   |   |                          |   |   |                    |   |  |                   |  |  |                                 |   |   |                |   |  |

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|  | <ul style="list-style-type: none"> <li>• Scaffolded/supported learning in class</li> <li>• Additional learning sessions eg pre-teaching</li> <li>• Interventions such as nesy</li> <li>• Pastoral/Thrive support</li> <li>• Use of additional adults-Tas</li> <li>• Physical support eg adapted chairs/dyslexia coloured acetates</li> <li>• Multi sensory learning</li> <li>• Speech programmes-Language link</li> <li>• Memory programmes</li> </ul>  |
| <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 a parents evening dedicated just for SEND children. Targets that are agreed with parents in IEPs are place at the front of the pupils' journals so that all adults who work with the children are aware of their current target and needs,</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. Pastoral programmes mostly take place mid-morning and afternoons with additional interventions including Nessy. Precisions teaching and pupils conferencing one-to-one also happen after children have finished their Maths and English lessons.</p>   |
| <p>How are staff deployed to ensure progress for SEND pupils?</p>  | <p>2 EHCP children at Collaton have high end needs which require 1:1 support at all times. The remaining 6 pupils with an EHCP are supported in a 2:1 partnership with an adult or work as part of a group to allow them to benefit from pupil discussion. At times during the day, support staff may work across classes (avoiding during Covid) delivering daily precision teaching for consistency. Support staff are not 'glued' to pupils and a team around the pupil approach is taken.</p> <p>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 relaint on TA support. We continually look for opportunities to share best practise through our TA meetings that happen once every half term.</p> |
| <p><b>PROVISION, INCLUDING STAFFING FOR SEND PUPILS</b></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 (GB, NP, BNS) Where children are not responding well to a plan or intervention we adapt the provision. We have explored the use of an online</p>   |

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|  | <p>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"> <li>▪ How many LSAs</li> <li>▪ Any external support</li> <li>▪ Equipment and any adaptations</li> </ul> | <p>Resources are deployed dependent on the individual needs of the children. Some children at Collaton 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 2 HLTA's and 9 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. The deputy head teacher is named as the designated teacher for Looked After Children and ensures the appropriate support is in place for 2 LAC pupils at Collaton.</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 2021 we received £43K for our 9 EHCP (at the time) pupils.</p>  |
| <p><b>PROGRESS FOR SEND PUPILS</b></p>   |   |
| <p>How is SEND progress monitored?</p>   | <ul style="list-style-type: none"> <li>• Ongoing assessments by class teachers and TA supports</li> <li>• Use of entry/exit data for specialist programmes and interventions</li> <li>• Use of FFT and tracking facility to look at progress</li> <li>• Class flight paths and teacher mark books</li> <li>• On going Monitoring and observation plan/peer reviews</li> <li>• Observations by external agencies and ed.psych</li> <li>• PEP meetings and termly review meetings with parents</li> </ul>   |
| <p>How is progress for SEND pupils measured?</p>   | <p>Teachers at Collaton 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 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</p> |

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|   | 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 |
|   | KS1-15 (3 EHCP)  | 53%         | 47%         | 53%       |
|   | KS2-19 (6 EHCP)  | 47%         | 42%         | 47%       |

### **STAFF TRAINING AND OTHER AGENCIES**

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| 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. Gail Blaker has started the SENCO role in September 2020 with support from Nicky in this transitional stage.</p> <p>Gail and Nicky have undertaken a number of training courses between them over the past year. Training includes:</p> <ul style="list-style-type: none"> <li>• dyslexia workshop</li> <li>• Graduated Approach training</li> <li>• trauma/ attachment informed training</li> <li>• Solution circle focused sessions with Kate Anthony, Educational Psychologist</li> <li>• Boxall Profile training</li> <li>• language link training</li> <li>• ASD training</li> </ul> |
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| Have the relevant staff members received appropriate training? What training have they undertaken over the last year? | <p>Gail has then disseminated the above training to all staff. Gail regularly supports staff as part of her role. In addition many staff completed online training through Flick. Courses completed by staff include:</p> <ul style="list-style-type: none"> <li>• Positive behaviour in the Early Years</li> <li>• Autism Awareness</li> <li>• Equality and Diversity</li> <li>• Listening skills</li> <li>• Mental Health Awareness</li> </ul> |
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| 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 sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. This required GB to share the effective allocation of resources. The feedback from Gill Hague SEND advisor ,was very positive about our provision for our children with EHCPs.</p> <p>BNS works closely with the virtual school as the designated teacher and GB works closely with the professionals linked to the child's individual needs.</p> |
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### **WORKING WITH FAMILIES**

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| <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"> <li>- Termly meetings to discuss IEP's</li> <li>- EHCP annual review meetings</li> <li>- Parents evening meetings</li> <li>- Meetings arranged by appointment when necessary</li> <li>- Parent / Educational Psychologist / Class Teacher meetings</li> </ul> <p>Recently we have made a link for SEND parents available on our website. There is a huge amount of SEND support groups and websites that have been made available on our school website. Feedback from SEND parents has been very supportive and appreciative. See:<br/> <a href="https://www.collatonstmaryprimary.org/send-home-learning-informat">https://www.collatonstmaryprimary.org/send-home-learning-informat</a></p> |
| <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. 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>   |
| <p><b>REVIEWING SEND ACROSS THE YEAR</b></p>   |   |
| <p>What is going well?</p>   | <ul style="list-style-type: none"> <li>• A confident and aspirational SEND lead, with the support of the previous SENDCO</li> <li>• Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants</li> <li>• Pre teaching-particularly successful in Key Stage 2</li> <li>• Implementation of the graduated response</li> <li>• Academic Mentor working with pivotal pupils</li> <li>• Consistency of reading interventions in place</li> </ul>  |
| <p>What is going less well and needs to be part of a SEND action plan?</p>                 | <ul style="list-style-type: none"> <li>• A few SEND children falling behind as a result of parents not engaging</li> <li>• Establish the use of the Provision Mapping Tool across the school.</li> </ul>  |
| <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>   |