**Collaton St Mary Primary School**

**SEND Annual Report – FEBRUARY 22-FEBRUARY 23**

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| **SCHOOL POLICY AND PROCEDURE** | | | | |
| When was the SEN policy last reviewed and when will it be reviewed next?   * Who is involved in reviewing the policy? * Does the policy reflect and meet needs of pupils? | A new ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2020. It was reviewed in February 2022 and is due to be reviewed in February 2024. This policy has a review cycle of every 2 years.  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 vison for our SEND pupils, key duties of the school in regard to the 2015 code of practise and the requirements schools must undertake for all SEND pupils.  In line with the SEND Code of Practice we have a local offer describing their provision for pupils available, 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.  SEND Review: Right support, Right place, Right time (March 2022) has informed our practice reflecting the needs of a new pupil. | | | |
| Describe the progress on any parts of the School Improvement Plan relating to SEN | **Key actions 22/23-Impact for SEND pupils**   * Staff training for TA’s on metacognitive targets and the Nest provision * SEND and Ethos and Distinctiveness Monitoring Enquiry Autumn Term (with governors), SEND monitoring enquiry Autumn term (rescheduled by Berry to Summer term) and SEND audit Spring term. * Ensure CPD sessions delivered on: The Graduated response – assess, plan, do and review, Integration of metacognitive targets into the Nurture provision, Differentiated learning journey and Passive Intervention and Prevention (PIPS) (Summer Term) * Continue to monitor all interventions-see SEND monitoring Autumn term report completed with school Governors. * Continue to improve attendance across the school. * We have trained up a SALT TA and are rolling out speech and language provision in school using speech/language link resources and assessment. In addition to this using resources from SALT/Specialist SALT. * Increase joint working with external agencies and families i.e. coffee mornings, half-termly SEND parents’ evenings.   **Key Lines of Enquiry for 21/22 (see SEND action plan)**   * *How embedded is a strong pedagogical approach to teaching and learning across all subjects? Is this supporting SEND children to make exceptional progress?* * *Have we created a culture where both staff and children are able to flourish?* * *Have we developed an effective speech and language programme in school supported by SAL services?* | | | |
| 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 * Monitoring behaviour logs and CPOMs entries using ABC data. * School and national assessments * Liaison with the child’s previous setting, other school or agencies involved * Referrals to/from other agencies * Use of appropriate assessment tools such as Speech and Language Link, the Graduated Response Tool and P-Levels | | | |
| How many children in the school have special educational needs? How many EHCPs are in place? | | **Areas of need** | **Number of pupils- 35 (17%)** | **PUPILS WITH EHCP- 10** | | --- | --- | --- | | General Learning Difficulties | 8 |  | | Specific Learning Difficulties | 5 |  | | Speech and Language  and communication | 8 | 3 | | Social, mental and emotional health | 5 | 3 | | ASC (Austistic spectrum) | 3 | 2 | | Hearing Impairment | 2 |  | | Visual Impairment |  |  | | Complex Physical Medical Issues | 4 | 2 | | Behaviour plan | 4 | 2 | | | | |
| How many children have met the exit criteria and no longer need that support? | The SEND register is reviewed every term by the SENDCo and reviewed/challenged by the SLT. In Autumn Term 2022, 3 children were added to the SEND register, ongoing monitoring/assessment is ongoing for the reception cohort. We are expecting more pupils to be added to the register once they move into Year 1 and appropriate comparisons can be made with their age group. | | | |
| **ONGOING AND DAILY SUPPORT FOR PUPILS** | | | | |
| How are pupils with SEN ensured access to the curriculum? | * 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 Nessy * Pastoral/Thrive support * Use of additional adults-Tas * Physical support eg adapted chairs/dyslexia coloured acetates * Multi sensory learning * Speech programmes-Language link * Memory programmes * Working documents such as behaviour care plans, IEP’s and RAG rated behaviour systems * The Nest provision providing a nurture based approach relating to Metacognitive targets * Support from external specialist services i.e. Mayfield outreach/SALT/OT | | | |
| What are the targets for children with special education needs ? | 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 half 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. Behaviour care plans and RAG rated 3/5 point scales are developed and reviewed in the same manner as IEP’s. These are shared with all appropriate staff. | | | |
| How are interventions timetabled so that children are receiving additional support? | 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 pupil’s conferencing one-to-one also happen after children have finished their Maths and English lessons. Metacognitive targets are delivered in afternoon sessions daily for those that require this in an individualised manner focusing on independence, social skills and emotional regulation. | | | |
| How are staff deployed to ensure progress for SEND pupils? | 3 EHCP children at Collaton have high end needs which require 1:1 support at all times. The remaining 7 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 child approach is taken ensuring a team of trusted adults for each SEN child.  2 pupils without an EHCP require 1:1 support at all times Spring 2 will be the end of the 2 terms evidence trail for these children and the RSA’s will be submitted in Summer 1.  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. | | | |
| **PROVISION, INCLUDING STAFFING FOR SEND PUPILS** | | | | |
| Are all the relevant plans in place? (provision maps, individual education plans, pastoral plans) | 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 and reviewed half termly and shared with the child and parents who have an input into the plan at the SEND parents evening.  Two pupils without an EHCP require 1:1 support at all times Spring 2 will be the end of the 2 terms evidence trail for these children and the RSA’s will be submitted in Summer 1.  The SEND register is reviewed termly by the SEND team (CR, NP) 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 – this is proving useful in supporting the review of provision. | | | |
| How are school resources deployed?   * How many LSAs * Any external support * Equipment and any adaptations | 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.  We currently have 4 HLTA’s and 6 LSA’s (some LSAs are part time) who work alongside the class teachers and SENDCo to provide support for the children. There is also 1 academic mentor who supports in Year 6. We also have a Pastoral Lead who supports many of our SEND children. The 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.  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 at Occupational Therapists, Physiotherapy, Speech and Language support, the School Nurse Team, Portage, Family Support, The Sensory Team (Guide Dogs), Specialist outreach support with Mayfield/Chestnut, 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.  Please note Speech and Language, OT and Physio are provided intermittent sometimes no support in School due to their high caseloads, this has led to School providing support when able for these areas. | | | |
| Are there any budget/resource issues in terms of SEN provision? | 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 January 2023 we recorded a total £56,761K for our 10 EHCP (at the time) pupils. | | | |
| **PROGRESS FOR SEND PUPILS** | | | | |
| How is SEND progress monitored? | * 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 * Ongoing Monitoring and observation plan/peer reviews * Observations by external agencies and Ed.Psyche * IEP meetings and half-termly review meetings with parents | | | |
| How is progress for SEND pupils measured? | 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 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? | 2022 Results-No. of SEND children | Reading ARE | Writing ARE | Maths ARE |
| KS1 - 11 (2 EHCP) | 54% | 45% | 63% |
| KS2- 24 (8 EHCP) | 45% | 41% | 54% |
| **STAFF TRAINING AND OTHER AGENCIES** | | | | |
| Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year? | The SENDCo accesses forum information and LA meeting information via email due to these falling on her non-working days. Cat Rusbridge has the support of other SENDCos with the area and the trust and attends all ACE SEND TIGs. Cat Rusbridge has started the SENCO role in September 2022 with support from Ben and the Nicky in this transitional stage with them supporting SEND meetings or issues on her non-working days.  Cat has undertaken a number of training courses between them over the past year. Training includes:   * Passive Intervention Practices Training with the SEMH Team * Annual Review Training with LA * Language Link Training * Neurodiversity Training with First Steps * Solution circle with First Steps   Nicky has previously attended the below training pre September 2022:   * dyslexia workshop * 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? | Cat has then disseminated the above training to all staff. Cat regularly supports staff as part of her role. In addition many staff completed online training through Flick. Courses completed by staff include:   * Using and implementing the Graduated Response Tool * Nurture based approach * Autism Awareness * Equality and Diversity * Mental Health Awareness | | | |
| Which external agencies and support agencies are the school working with and how well is this working? | 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.  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. We have ongoing 6 week provision meetings with the SEND Team due to the high level of need for the children. The feedback from Carolyn Brend and Hannah Spencer SEND Team, was very positive about our provision for our children with EHCPs and we have been asked to support other schools with their SEND provision by the Torbay SEND Team.  NP works closely with the virtual school as the designated teacher and CR works closely with the professionals linked to the child’s individual needs.  We have found that OT, SALT/Specialist SALT (for high level needs) and Physiotherapy have been unable to attend the school to offer support at this time which has led to CR liaising with these teams to gain resources and advice that we implement ourselves. | | | |
| **WORKING WITH FAMILIES** | | | | |
| What communication strategies are in place for parents/carers of children with SEN? | 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.  Alongside this we have official meeting times, these are as follows;   * Half - Termly SEND meetings to discuss IEP’s and BCP’s * EHCP annual review meetings * Parents evening meetings * Meetings arranged by appointment when necessary * Parent / Educational Psychologist / Class Teacher meetings   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: <https://www.collatonstmaryprimary.org/send-home-learning-informat>   * A SEND coffee morning with parents will be offered every 8 weeks by CR starting in Summer 1 | | | |
| What do parents say about the provision offered by the school? | Feedback from parents continues to be very positive. This was evident in SEND provision meetings with Torbay LA SEND Team. Parents communicated in these appointments that they feel supported and ‘listened to’ by Collaton and feel that their children are being well supported even with a lack of funding to cover the level of support provided.  The introduction of coffee mornings is to ensure that there are ample opportunities for parents to have face to face time with SLT or the SENDCo. | | | |
| **REVIEWING SEND ACROSS THE YEAR** | | | | |
| What is going well? | * A confident and aspirational SEND lead, with the support of the previous SENDCO * Provision for SEND pupils – appropriate target setting relating to EHCP/IEP/BCP that show a variety of interventions that have impact and are led by skilful teaching assistants * Engagement with Mayfield outreach for ASD and SEMH pupils * Successful implementation of a reduced timetable to support a positive transition to our school * Implementation of the graduated response * A tailored nurture provision based around individualised metacognitive targets * Roll out of a Team around the Child approach supporting staff retention and morale * Consistency of reading interventions in place | | | |
| What is going less well and needs to be part of a SEND action plan? | * School plugging the gaps for the lack of external services such as SALT * Engagement with Torbay LA regarding funding levels and needs (1 tribunal up and coming) * Increased staffing levels for the level of need displayed across the school (specialist TA support and more SENDCo hours required) | | | |
| How has the school supported SEND pupils over the lockdown period? | 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.  This has been left in from the 2021 – 2022 report in case this needs to be reviewed. | | | |