



SEND Information Report July 2021

Context	
Number of pupils on roll	465 (including Nursery)
Number of pupils on SEN Register	48
Number of pupils at School SEN Support	42
Number of pupils at SEN Support Cognition and Learning (CL)	10
Number of pupils at SEN Support Communication & Interaction (CI)	9
Number of pupils at SEN Support Physical Disability (PD)	6
Number of pupils at SEN Support Social, Emotional and Mental Health (SEMH)	17
Number of pupils with Statements/EHCPs Cognition and Learning (CL)	1

Luke 10:37 'Go and do likewise'

Number of pupils with Statements/EHCPs Communication & Interaction (CI)	3
Number of pupils with Statements/EHCPs with Physical Disability (PD)	0
Number of pupils with Statements/EHCPs for Social, Emotional and Mental Health (SEMH)	2
Has communication between key staff and home been effective and how do you know?	<p>Yes</p> <p>Despite the various lockdowns, termly meetings with parents of SEN children continued to take place. Using Provision Mapping, parents / carers are able to communicate their views regarding SEN provision and the quality of their child's Learning Plan / IEP. Termly SEN meetings continue to take place separately from the main parent teacher interviews, parents find this valuable. Any concerns from these discussions are dealt with by the Inclusion manger / SENCO. External agencies involved with a child, will have joint meetings with parents to discuss concerns and involve all parties. Relevant reports generated by external agencies are also shared with parents. Parents can also communicate with the SENCO and Nurture Group Practitioners during the parent teacher interviews, who attend these events. Some children also have home school communication books that are completed daily by a key member of staff, so that parents are kept informed about their child.</p>
Were there any adaptations to the curriculum mid -year for identified children and how successful was this?	<p>Yes</p> <p>The curriculum was adapted throughout the year, to ensure those children with SEND received high quality remote learning. In addition, these children received remote interventions while at home. Upon returning to school, the curriculum was modified and "stripped" back, focusing on the children's gaps in their learning. This approach will be continued in September 2021.</p> <p>Furthermore, some children received a differentiated and or multi-sensory curriculum to meet their specific needs. It successfully allowed the children to make progress in line with their peers from their individual starting points. These children were also set SMART targets by the SENCO (taking into consideration the advice from professionals), which were reviewed every two – three weeks, with next steps being drawn.</p>
Were any specialist strategies particularly effective or are there any you would discard?	<p>ELSA remains a very successful intervention, which supports individuals on a 1:1 basis relating to the child's SEMH (Social, Emotional and Mental Health). The school have now trained two new practitioners, in order to meet the demands post lockdown. Two members of staff, who are trained Nurture Group Practitioners, continue to deliver the Nurture UK programme of study to groups of children. This has been the most successful and effective intervention where the children continue to make progress towards the Boxall Profiles.</p>

	<p>We continue to receive regular support from the Speech Language and Communication Service. We work closely with the therapist to tailor strategies and interventions to support a wide range of needs.</p> <p>The Educational Psychology Service has retrained staff in delivering the Precision Teaching intervention. This was a successful intervention in supporting Cognition and Learning (prior to lockdown). It looks at individual needs and targets support to address gaps in learning.</p> <p>The interventions which are least effective tend to be ones in which the group size exceeds 6 children.</p>
How many children had access arrangements? Did this have an impact on their results?	NA, due to COVID - 19
Has there been any evaluation of social and emotional provision and how has this been measured?	<p>Children who had ELSA or Drawing and Talking interventions / support were given one or two objectives at the beginning of the intervention with entry levels. These were reviewed at the end of the intervention, to measure the progress made and exit levels and/or strategies suggested.</p> <p>Those children who attended the nurture group during the afternoon sessions were baseline assessed using the Boxall Profile. These children were set weekly targets to achieve, in addition to the recommendations / strategies suggested from their individual Boxall Profiles. The children who transitioned back to class, were then reassessed using the Boxhall Profile, with children making considerable progress towards this and their weekly objectives.</p> <p>All SEMH interventions are tracked using Provision Mapping.</p>
Has there been an Accessibility Audit? What adjustments need to be made?	<p>The Accessibility plan was last reviewed September 2019; the next review is September 2022.</p> <p>See Accessibility Plan and Disability Equality Scheme on the school website.</p>
Have any partnerships been particularly successful? Have any lacked capacity and why?	<p>Under the new system of buying into delegated services from Cognus, we have purchased the EP service, Speech & Language, Occupational Therapy and the Behaviour Support team. We also purchased support from a private ASD service, with members of the team previously working for the Local Authority.</p> <p>All have made a difference to the children's life's and learning experiences. Each service is evaluated at the end of the year and objectives reviewed to ascertain progress. These are carried out in a variety of ways dependent on the intervention and service.</p> <p>The wait time once a referral has been sent to the appropriate service in Cognus, can vary tremendously.</p>
How successful have transition arrangements been?	<p>All children with SEN have been offered appropriate Secondary School placements to support their needs. Virtual transition meetings and additional visits by pupils with their TAs have been very successful. Communication between SENCOs and virtual attendance at the Secondary Transfer Day to summaries individual needs has been a benefactor in its success.</p>

Have you evaluated your SEN Policy?– include brief feedback	All policies have been reviewed, discussed with parents, staff and governors, which are published on the school’s website.
Data on proportion of pupils with SEN making expected and more than expected progress in Years 2, 6 and other years. Separate out children on SEN Support and Statements/EHCPS	NA, due to COVID - 19
Attendance of pupils on SEN Support and with Statements/EHCPS	Non SEN overall attendance is 95.8% SEN overall attendance is 94.4%
Exclusions	One child was temporarily excluded for 24 hours. An application had already been made to the LA for an EHCNA for this child.
Evidence of successful interventions and interventions which need adaptation	<p>Quality immediate feedback has had the most impact on learning, being delivered by class teachers, TAs and LSAs across all curriculum areas.</p> <p>Across the school, Precision Teaching has and continues to be the most successful intervention to support Cognition and Learning. With all children making good or strong progress against their specific targets and thus improving their outcomes.</p> <p>Nurture Group provision was the most consistent and effective intervention in catering for children’s SEMH. Parent feedback, progress against the Boxall Profile and transitions back to class have all be positive and well received.</p> <p>Some interventions have been adapted or abandoned partway through; this is due to close monitoring of the interventions and any children deemed to be making little or no progress.</p> <p>During lockdown, the children for a variety of reasons e.g. low quality internet connection to their home missed some interventions that took place remotely.</p>