



SEN Information Report July 2020

Context	
Number of pupils on roll	466 (including Nursery)
Number of pupils on SEN Register	45
Number of pupils at School SEN Support	40
Number of pupils at SEN Support Cognition and Learning (CL)	11
Number of pupils at SEN Support Communication & Interaction (CI)	13
Number of pupils at SEN Support Physical Disability (PD)	5
Number of pupils at SEN Support Social, Emotional and Mental Health (SEMH)	11
Number of pupils with Statements/EHCPs Cognition and Learning (CL)	1

Number of pupils with Statements/EHCPs Communication & Interaction (CI)	2
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>Termly meetings with parents of SEN children, this occurred during lockdown as well. IEP and provision map feedback is usually positive and is discussed separately from the main parent teacher interviews. These documents are available at parental request. 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 / carers can also communicate with the SENCO and Nurture Group Practitioners during the parent teacher interviews.</p>
Were there any adaptations to the curriculum mid - year for identified children and how successful was this?	<p>Yes</p> <p>Some children received a differentiated and or multi-sensory curriculum to meet their specific needs (prior to lockdown). It successfully allowed the children to make progress in line with their peers from their</p>

	<p>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>
<p>Were any specialist strategies particularly effective or are there any you would discard?</p>	<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). Two staff are now trained Nurture Group Practitioners, delivering the Nurture UK programme of study to groups of children. This has been the most successful intervention, affecting children across the school and ensuring smooth transitions for those children who struggle with their SEMH. 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. 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>How many children had access arrangements? Did this have an impact on their results?</p>	<p>NA, due to COVID - 19</p>
<p>Has there been any evaluation of social and emotional provision and how</p>	<p>Children who had ELSA support were given one or two objectives at the beginning of the intervention. These are always reviewed at the end of the intervention, with the</p>

<p>has this been measured?</p>	<p>stakeholders, to measure the progress made and exit strategies suggested.</p> <p>Those children who attended the nurture group every afternoon 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>Has there been an Accessibility Audit? What adjustments need to be made?</p>	<p>The Accessibility plan has been reviewed with the majority of targets met.</p> <p>Children, parents, staff and governors have been consulted to draw up a new plan.</p> <p>Targets around access to certain parts of the school have now been identified. See Accessibility Plan and Disability Equality Scheme on the school website.</p>
<p>Have any partnerships been particularly successful? Have any lacked capacity and why?</p>	<p>Under the new system of buying into delegated services, we have purchased the EP service, Speech & Language 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 children's life's and learning experiences. Each service is evaluated at the end of the year and objectives reviewed to ascertain progress.</p> <p>These are carried out in a variety of ways dependent on the intervention and service.</p>
<p>How successful have transition arrangements been?</p>	<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.</p>

	<p>Communication between SENCOs, and virtual attendance at the Secondary Transfer Day to summaries individual needs has been a benefactor in its success.</p>
<p>Have you evaluated your SEN Policy ?– include brief feedback</p>	<p>All policies have been reviewed, discussed with parents, staff and governors, which are published on the school's website.</p>
<p>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</p>	<p>NA, due to COVID - 19</p>
<p>Attendance of pupils on SEN Support and with Statements/EHCPs</p>	<p>Non SEN overall attendance is 94.9% SEN overall attendance is 93.1%</p>
<p>Exclusions</p>	<p>One child was temporarily excluded for 24 hours. Following this, the child now has the correct level of support to meet their needs through an EHCP.</p>
<p>Evidence of successful interventions and interventions which need adaptation</p>	<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 been 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</p>

	<p>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>
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