

SEND Report to governors

Date of report: December 2019

SENCO: E.Shepherd

SEND Governor: E.Harris

SEND profile for the last 12 months

- Number of pupils on SEND register (or equivalent), including numbers with Education Health and Care Plans: **21 children incl 2 EHCPs**
- Number of pupils on SEND register as a percentage of pupil population **(10.7%)**
- number of pupils according to primary need (as on census)/gender/other characteristics:
 - PP children (incl ever6) 16 (8.1%)
 - EAL – 8 (4.1%)
 - LL SEND monitoring - 6
 - SEND Monitoring - 14
- Numbers of children joining the register and coming off the register this year.
 - 1

No resource base linked to school though do work with the ARC School in Napton upon their request especially with regard to reading.

Overall quality of provision for pupils with SEND

This should be based on the Ofsted descriptors:

- Outcomes for pupils with SEND (academic and wider outcomes) Has been weaker than expected for the past term but has in the previous year good especially when considering wider outcomes (participation in sports, cultural events, wider curriculum). This has been largely due to reduced TA intervention support that has been addressed. (See Gov Mins)
- Effectiveness of leadership and management for SEND: New but has really embraced the role and combined it with the Intervention role that had previously been held. Highly effective Leader ensuring good CPD and access to specialist providers.
- Quality of teaching, learning and assessment for pupils with SEND. Good with much personalised provision. Some issues with a couple of individuals in LL – again addressed largely through additional staffing (MN) and now AK and VE. Assessment is tracked and adjustments have been made – note new Yr6 support. Teaching has benefited from CPD especially relating to Speech and Lang, Autism and most recently Downs syndrome all facilitated by past and current SENCo.
- Personal development, behaviour and welfare of pupils with SEND. Good – especially with regard to personal development. There have been issues with individuals but have been dealt with clearly and fairly to ensure there aren't repeats.

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Achievement of pupils with SEND:

- Statutory assessment data – largely less than peers but the progress has been clear. It is dependent on types of SEND with some making excellent progress in relation to their starting points.
- School tracking data – reported to governors: as above.
- Progress data, compared to other groups and pupils with SEND nationally – disappointing for past term but stronger in the past year – this has led to higher staffing and pinpointed interventions.
- Wider outcomes (this may include attendance, exclusions, future destinations, participation, particular achievements, etc)

SEND policy

When was this reviewed and have any changes been made? 2019 – recent review but model policy being adopted for Spring 20.
SEND information report on school website. When was this reviewed and does it meet statutory requirements? Being updated for Spring 20.

SEND budget and spending

What was the budget allocation and how was it spent? Value for money?

Staffing for SEND

Any staff employed specifically to support pupils with SEND and their qualifications. Yes – see Support Staff timetable.
The SENCo is a qualified teacher and member of the SLT.

Interventions

What interventions have been used for pupils with SEND and how effective have these been? Pastoral including Social Play, Lego, Counselling, Whole Class (Big Umbrella). Physical included MOVES – formerly COMPs with new assessment criteria. One to One is used for EHCPs but actually provision is tailored for the individual in partnership with professionals and parents.
How do you measure the impact? Through learning and home liaison books, ongoing assessment to tailor provision, monitoring of academic progress in relation to strands and against IEP targets.

CPD related to SEND

What CPD has taken place and what has been the impact of it for pupils with SEND? Autism Awareness, Anxiety, Downs, Early Numeracy and Literacy for those with downs, Bereavement Counselling and Speech and Language.

Engagement with stakeholders

Pupil voice: How have pupils with SEND been involved in their provision? As part of reviews.
Parent/carer voice: How have parents or carers of pupils with SEND been involved? As part of reviews but also through ongoing communication – face to face or home liaison books.
Multi-agency work: What external agencies have been involved and what impact has this had? Ed Psych, SEND supported.
How has the school contributed to SEND in the local authority/ MAT/ wider education community? JB involved in annual meetings, HT briefings, ES – SEN Meetings with LA. The previous lead had an extensive relationship with the LA and led local meetings. Member of LNG for Barnadoes in Southam.

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Complaints

Have there been any? If so, provide details. No formal complaints. There has been a discussion about how a Yr6 was reprimanded that was concluded successfully.

Any other developments regarding SEND?

This is an opportunity to share any other initiatives that the school has launched and what impact these have had or are hoped to have. ES still on a course but investigating the SENCo qualification now that it has been established through the appraisal process that ES will develop role on a permanent basis.

Are there any concerns regarding provision for pupils with SEND?

This is an opportunity to share any areas that the SENCO feels may become a concern in the next year unless action is taken; this could include staffing issues, issues relating to specific pupils (without names), support from external agencies, other resourcing issues etc.

The lack of staff for some key individuals especially those that have most recently joined and those who joined since June19. A child who was on the register has recently been diagnosed – staffing is now in place to meet needs.