

Special Educational Needs and Disabilities (SEND) REPORT TO GOVERNORS 2019/2020.

Evaluation of SEND provision and pupil progress.

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SEND Link Governor: Kate Hopcraft

Children with SEND all have learning difficulties or conditions that make it harder for them to learn than most children of a similar age; these children may need extra or different help from that given to other children. At William Fletcher School we have high aspirations for all our pupils, and check progress regularly to ensure that all pupils meet their potential. Assessments are normally carried out three times a year, which will then inform pupil progress meetings; we were unable to complete all assessments last year due the pandemic. Assessments consist of the PIRA, PUMA and Youngs spelling test. At pupil progress meetings the class teacher and a member of the Senior Leadership Team analyse data and if needed, put additional support in place. Additional provision is summarised by the SENCo in a termly provision map.

Analysis of numbers of pupils on SEND registers:

By the end of the academic year there were 44 children on the register at William Fletcher School; this represented 16.3% of the pupil population. This is significantly above the national average of 14.9%.

Breakdown by Year group:

Status	FS	Y1	Y2	Y3	Y4	Y5	Y6
SEN	6	8	5	3	6	6	7
EHCP				2	1	1	

The number of pupils with special educational needs (SEN) has decreased slightly from the previous year from 45 in 2018-19. Pupils who have an Education, Health and Care (EHC) plan increased also by 1.

SEND profile by gender:

SEND category	SEND	Boys	Girls
SEN	40	26	14
EHCP	4	4	0
Total	44	30	14

SEND profile by primary need:

	Cognition and Learning C&L	Communication and Interaction C&I	Social, Emotional and Mental Health SEMH	Speech and Language S&L
SEN	32	1	3	4
EHCP	1	2	0	1

This year we have been successful in securing two additional EHCP and had one child with an EHCP leave the school as they relocated to Bicester. Next year I will continue to gather evidence for an EHCP application for a child in Foundation stage. We received additional funding for 2 children who do not have an EHCP. Those children with an EHCP were closely monitored by the Local Authority from Lock-Down and I was asked to write Risk Assessments for them to document that school were making 'reasonable endeavours' to engage with the family and support the children during their remote learning.

The school continued to be well supported by our Educational Psychologist, Community Paediatrician, the C&I service and Speech and Language. Although those services based in the NHS did not have capacity to engage from March onwards.

My focus this year was to develop and strengthen provision for EAL children across the school with a particular focus on FS/KS1. I wanted to ensure that there is individualised EAL provision in place for children and that the cohort are tracked which shows good progress has been made.

Work with the Family Support Worker:

The main body of Clare Pink's work is around the support for identified families and to improve their engagement with school. This happened through arranged meetings and drop-in sessions.

Clare contribute to the Well Being initiative in school by providing targeted support for children over lunchtime, 1:1 and as a group. Clare also organised a WB evening for parents in November which was well attended; a second evening was planned for June with Nic McGuinness on Routines and Boundaries but had to be rearranged.

Involvement of Pupils and Parents:

All pupils on the SEND register have a pupil profile which lists the child's strengths, needs and provides guidance for strategies/interventions that are used to support learning for that child. The profile also lists SMART targets for children to work towards. Profiles are normally reviewed three times a year with pupils and parents, although this year we were not able to complete the June review.

Analysis of provision:

Provision maps detail a range of support throughout the school including in-class support for groups and individuals to help children access the mainstream curriculum, and strategic intervention work to help children close the gap in their learning. All interventions for SEND pupils are measured for impact; they are preceded by an assessment which is repeated at the end of the intervention. Ongoing work monitors the quality, effectiveness and measurability of interventions.

Strategic intervention programmes used:

- Talkboost
- Code X
- Fresh Start
- Volunteer Readers

- Reading Recovery
- Nessy
- Speech and Language Therapy
- Forest School
- Play Therapy
- ELSA
- Zones of Regulation

External Agencies:

Over the academic year, the following agencies have supported some of our SEND children in school:

- Speech and Language Therapist
- Educational Psychologist
- Communication and Interaction Service
- PCAMHS/CAMHS
- Community Paediatrician
- Hearing Impairment service
- Occupational Therapy

Attendance:

Attendance of all children which falls below 90% is closely monitored by the SENCo and Family Support Worker. Children with poor attendance are identified through weekly attendance analysis, and informal meetings are held with parents to establish any difficulties with children attending school and support is put in place for families. There were no fixed-term or permanent exclusions of pupils.

Transition:

We encourage all new children to visit the school with their parents before starting with us. For children/young people with SEND we may encourage visits to class before joining the school or a graduated start to ease the change of school setting.

We begin to prepare pupils in Year 6 for transition into the next stage of their education by participation in the supported transition set up by Marlborough and Gosford School. If transferring to another secondary school, additional visits may be organised for pupils if they are felt to be beneficial. The SENCo will liaise with the SENCo at the receiving secondary school.

Training:

In-house training:

Teaching Assistants undergo a Performance Management cycle. This cycle includes a target chosen by the Teaching Assistant to help them develop their professional skills; from these targets the SENCo is able to organise a training/support timetable.

Future work:

To prepare for the return of children to school as the gap will have widened, particularly for those reliant on daily intervention and therapies. There will be a greater need for social and emotional support rather than just learning outcomes; to build the sense of a class community and provide pastoral support.

My aim will be to develop class-based interventions for self-regulation in Lower Key Stage 2 and Foundation Stage.

Karen Chambers SENCo October 2020