

Special Educational Needs and Disabilities (SEND) REPORT TO GOVERNORS 2020/2021.

Evaluation of SEND provision and pupil progress.

Special Educational Needs Coordinator (SENCo): Karen Chambers

SEND Link Governor: Kate Hopcraft

School profile

Analysis of numbers of pupils on SEND registers:

By the end of the academic year there were 39 children on the register at William Fletcher School; this represented 14.3% of the pupil population; this is below the national average of 15.4%.

Breakdown by Year group:

Status	Y1	Y2	Y3	Y4	Y5	Y6	FS	Total
SEN	5	8	6	3	4	6	4	36
Statement/EHCP	1			1		1		3

The number of pupils with special educational needs (SEN) had decreased from the previous year from 41 in 2019-20. Pupils who have an Education, Health and Care plan (EHCP) had decreased by 1.

SEND profile by gender:

SEND category	SEND	Boys	Girls
SEN	36	22	14
EHCP	3	3	0
Total	39	25	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	27	2	3	4
EHCP	1	0	0	2

PROGRESS MADE BY PUPILS WITH SEND

	Reading	Writing	Maths
Children with SEND 35	Below expected 28	Below expected 32	Below expected 28
	Expected 7	Expected 3	Expected 7
	Above expected 0	Above expected 0	Above expected 0

Children without SEND 195	Below expected	Below expected	Below expected
	20	39	23
	Expected	Expected	Expected
	116	118	119
	Above expected	Above expected	Above expected
	59	38	53

Foundation stage:

Children without SEND attaining a Good Level of Development (GLD): 29 children out of 37

Children with SEND attaining a Good Level of Development (GLD): 0 children out of 4

UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

- 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 National Test-style Standardised Assessments 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.
- 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 March review.
- We were successful in securing an EHCP for a child in Year 1 and were expecting another two to be finalised over the summer break. We received additional funding for a child in Year 1 and were gathering evidence to submit an EHCP application the following academic year.
- The SEND Link Governor and I met in November 2020 to discuss the current number of pupils on the SEN register & those with EHCP. We talked about access to external professionals and how the current Covid situation is impacting that. We also discussed changes with the school TA deployment to manage working within bubbles and changing the way interventions are run and being supported across the school. I also shared my focus for the year to develop class-based interventions for self-regulation in lower key stage 2 and Foundation Stage, to enable teachers to have a range of techniques they could use to support children.
- We secured specialist provision for a Year 6 child moving on to secondary school.

Analysis of provision for SEND

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. This assessment cycle was affected by the fact that TAs were deployed within bubbles, which also changed the way interventions were run across the school.

Strategic intervention programmes used:

- Talkboost
- Teddy Talk Time
- Code X
- Reading Quest
- Reading Recovery
- Fresh Start
- Speech and Language Therapy
- Zones of Regulation
- Forest School

The impact of interventions that successfully ran in 2020-21:

Talk boost (Early language skills)- up to 12 months progress in 12 weeks.

Reading Quest (Reading and comprehension)- up to 2 years progress in 5 months.

Continuing professional development

- Maths difficulties and targeting support
- ADHD training
- Inclusion briefings which focused on Anxiety and Attachment- post Covid
- Dyslexia and supporting literacy difficulties

Teaching Assistants normally 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 can organise a training/support timetable. The pandemic had a direct effect on this cycle.

Work with external agencies

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

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

Services based in the NHS had limited capacity to engage and we faced significant delays regarding reports and appointments.

